

ENGLISH
GRAMMAR.

PUBLISHED BY ORDER OF
HIS EXCELLENCY,

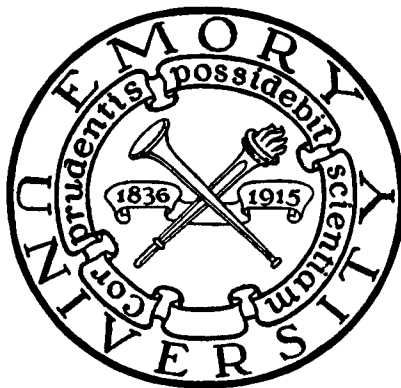
HENRY W. ALLEN,
GOVERNOR OF LOUISIANA.

SHREVEPORT, LA:

PRINTED AT THE OFFICE OF THE SOUTH-WESTERN.

1865.

EMORY UNIVERSITY
LIBRARY



Purchased from the
funds of
The Lewis H. Beck Foundation

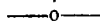
LOUISIANA
ENGLISH GRAMMAR.

PUBLISHED BY ORDER OF
HIS EXCELLENCY,
HENRY W. ALLEN,
GOVERNOR OF LOUISIANA.

SHREVEPORT, LA:
PRINTED AT THE OFFICE OF THE SOUTH-WESTERN.

1865.

PREFACE.



This Grammar is compiled from the "New English Grammar" of Roswell C. Smith, whose elementary school books have become so deservedly popular. The style of instruction herein taught, is called the "Productive System," and is eminently adapted to beginners and children of tender years. It is published by order of his Excellency, the Governor of Louisiana.

SHREVEPORT, LA., 1865.

ENGLISH GRAMMAR.



I. OF THE NOUN.

- Q. What is your name?
Q. What is the name of the town in which you live?
Q. What does the word *noun* mean?

Ans. The word *noun* means *name*.

- Q. What, then, may your name be called?

1. A NOUN.

- Q. What may all names be called?

2. Nouns.

- Q. *Shreveport* is the name of a place: is *Shreveport* a noun? and if so, why?

3. *Shreveport* is a noun, because it is a name.

- Q. *Patuxent* is the name of a river: is *Patuxent* a noun, and why?

- Q. *Book* is the name of something to read in: is *book* a noun, and why?

- Q. Will you inform me what a noun is?

4. A noun is the name of any person, place, or thing.

- Q. Will you mention two nouns, the names of persons? two, the names of things? two, the names of different places?

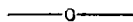
- Q. Will you tell me which words are nouns in the following sentences, as I read them to you?

"Thomas and Joseph are in the house."

"The horse and cow are in the lot."

"The hawk and the eagle have flown to the mountain."

"Trees, corn, potatoes and apples grow in the fields."



II. NUMBER.

- Q. What is the meaning of the word *number*: as, "The number of buttons on your coat?"

5. Number means *one or more*.

- Q. What does the word *singular* mean?

6. It means *one*.

- Q. When, then, I speak of one thing only, as *chair*, what number is it?

7. Singular number.

- Q. What, then, does the singular number of nouns denote?

8. The singular number denotes but one thing.

- Q. Of what number is *book*, and why?

9. *Book* is of the singular number, because it means but one.

Q. Of what number is *chair*, and why?

Q. What does the word *plural* mean?

10. It means *more than one*.

Q. Of what number is *lamps*, and why?

11. *Lamps* is of the plural number, because it means more than one.

Q. Of what number is *instand*, and why?

Q. By adding *s* to *dove*, we have *doves*, and *es* to *box*, we have *boxes*. How, then, is the plural of nouns usually formed?

12. By adding *s* or *es* to the singular.

Q. Will you spell the plural of *ounce*? *glass*? *window*? *theatre*? *antecedent*? *church*? *labyrinth*?

Q. How many numbers do nouns appear to have, and what are they?

13. Two, the singular and plural.

Q. Will you name a noun of the singular number? one of the plural number?

—o—

III. GENDER.

Q. What does the word *gender* mean?

14. *Gender* signifies *sex*.

Q. What does the word *masculine* mean?

15. It means *male*.

Q. *John* is the name of a male: of what gender or sex, then, is *John*?

16. Of the male or masculine gender.

Q. What nouns, then, are said to be of the masculine gender?

17. The names of males.

Q. What gender, then, is *man*, and why?

18. *Man* is of the masculine gender, because it is the name of a male.

Q. Of what gender is *uncle*, and why? *father*? why?

Q. What does *feminine* mean?

19. It means *female*.

Q. *Susan* is the name of a female: of what gender, then, is *Susan*?

20. Of the feminine gender.

Q. What nouns, then, are said to be of the feminine gender?

21. The names of females.

Q. What gender is *woman*, and why?

22. *Woman* is of the feminine gender, because it is the name of a female.

Q. Of what gender is *aunt*, and why? *daughter*? why?

Q. What does the word *neuter* mean?

23. It means *neither*.

Q. *Chair* is the name neither of a male nor a female: what gender, then, may it properly be called?

24. Neuter gender.

Q. What nouns, then, may be said to be of the neuter gender?

25. The names of objects that are neither males nor females.

Q. Of what gender is *inkstand*, and why?

26. Neuter gender, because it is the name neither of a male nor female.

Q. Of what gender is *bench*? why? *chair*? why?

Q. *Parent*, you know, is the name either of father or mother, that is, it is a name *common* to both: of what gender, then, shall we call such nouns as *parent*, *bird*, &c.?

27. Common gender.

Q. What nouns, then, may be said to be of the common gender?

28. The names of such animals as may be either males or females.

Q. Of what gender is *sheep*, and why?

29. *Sheep* is of the common gender, because it is the name either of a male or female.

Q. Of what gender is *robin*, and why?

Q. How many genders do nouns appear to have, and what are they?

30. Four—the masculine, the feminine, the neuter, and the common.

Q. Will you name a noun of the masculine gender? one of the feminine? one of the neuter? one of the common?

Q. Will you name the gender and number of each noun in the following sentences, as I read them to you?

“James and William.”

“Slate and pencil.”

“John and the girls.”

“Women and birds.”

—o—

IV. PROPER AND COMMON NOUNS.

Q. What is the meaning of the word *common*; as, “A common complaint?”

31. *Common* means *general*.

Q. Although there are many male children in the world; each one may be called by the general name of *boy*: what kind of a noun, then, would you call *boy*?

32. A common noun.

Q. When, then, is a noun called *common*?

33. When it is a general name.

Q. What does the word *proper* mean?

34. It means *fit* or *particular*.

Q. *John*, you know, is the particular name of a boy: what kind of a noun, then, may it be called?

35. A proper noun.

Q. When, then, may a noun be called proper?

36. When it is a particular name.

Q. What kind of a noun is *Susan*, and why?

37. *Susan* is a proper noun, because it is a particular name.

Q. What kind of a noun is *John*, and why?

Q. What kind of a noun is *river*, and why?

38. *River* is a common noun, because it is a general name.

Q. How many kinds of nouns do there appear to be, and what are they?

Q. What kind of a noun is *girls*? *Mary*? *town*? *Richmond*? *London*? *boat*? *chain*?

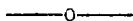
Q. Will you now tell me which words are the nouns in the following sentences; which are proper, and which are common; also their gender and number?

“Thomas and John.”

“King and queen.”

“Susan and Mary.”

“House and barn.”



V PERSON.

Q. When a person, in speaking, says, “I, John, will do it,” what person do grammarians call *John*?

39. The first person.

Q. When, then, is a noun of the first person?

40. When it is the name of the person speaking.

Q. When I say, “James, mind your studies,” what do grammarians call *James*?

The second person, being the person spoken to.

When, then, is a noun of the second person?

42. When it is the name of the person spoken to, or addressed.

Q. “William, James has come.” What person is *William*, and why?

43. Of the second person, because William is spoken to.

Q. When I say, “William, James has come,” I am speaking to William about James: of what person, then, is *James*, and why?

44. Of the third person, because James was spoken of; that is, I was talking about James.

Q. When, then, is a noun of the third person?

45. When it is spoken of.

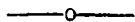
Q. “Thomas, Rufus is in the garden.” What person is *Thomas*? why? Is *Rufus*? why?

Q. How many persons do nouns appear to have, and what are they?

46. Three persons—the first, second, and third.

Q. Will you inform me which of the following nouns are proper, which common; also their gender, number, and person?

- "I, James, of Richmond." "Boy and girl."
 "Henry, study your book." "William and his sister."



VI. CASE.

Q. We say of an animal, for instance a horse, when he is fat, that "He is in a good case;" and, when he is lean, that "He is in a bad case;" what, therefore, does the word *case* mean?

47. *Case* means *condition, state, &c.*

Q. When I say "Charles strikes William," "William strikes Charles," you may perceive that the state or condition of Charles in the former example is quite different from his state or condition in the latter: in the one, Charles strikes; in the other, he is struck; what, then, is meant by the different cases of nouns.

48. The different condition or position they have in relation to other words in the same sentence.

Q. What does the word *nominative* mean?

49. *Nominative* means *naming*.

Q. When I say, "John strikes," he evidently does something: what, then, may John be called?

50. An actor or doer.

Q. Well, then, as the actor or doer is considered the naming or leading noun, in what case is *John*, when I say, "John strikes?"

51. In the nominative case.

Q. What, then, is the nominative case of nouns?

52. The nominative case is the agent or doer.

Q. When I say, "The dog runs," in what case is *dog*, and why?

53. *Dog* is in the nominative case, because it is the agent, actor, or doer.

Q. "The cat catches mice." In what case is *cat*, and why?

Q. When I say, "Thomas is pursuing the thief," what is the object here which Thomas is pursuing?

54. *Thief*.

Q. What does the word *objective* mean?

55. It means *belonging to the object*.

Q. In what case, then, may *thief* be reckoned, in the phrase, "Thomas pursues the thief?"

56. In the objective case.

Q. What, then, does the objective case denote?

57. The objective case denotes the object.

Q. When I say, "William whips John," in what case is *John*, and why?

58. In the objective case, because *John* is the object.

Q. What does the word *possessive* imply?

59. *Possession, ownership, property, &c.*

Q. When I say, "It is John's slate," I mean to say that John owns the slate: in what case, then, shall we reckon *John's*?

60. In the possessive case.

Q. What, then, does the possessive case of nouns denote?

61. The possessive case denotes possession, property, &c.

Q. When I say, "Peter's knife," who owns or possesses the knife?

Q. In what case, then, is *Peter's*, and why?

62. In the possessive case, because Peter possesses the knife.

Q. In the example "John's slate," you perceive that *John's* ends in *s*, with a comma before it: what is the comma, and what is the *s*, called in grammar?

63. The comma is called an apostrophe, and the *s*, an apostrophical *s*.

Q. You also perceive that *John's* is singular: how, then, do nouns in the singular number usually form their possessive case?

64. By taking after them an apostrophe with the letter *s* following it.

Q. "On eagles' wings." Here *eagles'* is plural, and in the possessive case: how, then, do nouns in the plural usually form their possessive case?

65. Simply by taking the apostrophe without the addition of *s*.

Q. But if the plural does not end in *s*, as, "men's concerns," how is the possessive case formed?

66. As the same case in the singular number is formed.

Q. From the foregoing remarks, how many cases do nouns appear to have, and what are they?

67. Three—the nominative, possessive, and objective.

Q. *Decline* sometimes means to vary the ending of a word: what, then, do I mean when I ask you to decline a noun?

68. To tell its different cases or endings.

Q. Will you decline *John*?

69. *Nominative case,* John.

Possessive case, John's.

Objective case, John.

Q. Will you decline *boy*, in both numbers?

Singular.

Plural.

70. *Nom.* Boy.

Nom. Boys.

Poss. Boy's.

Poss. Boys'.

Obj. Boy.

Obj. Boys.

Q. When I say, "William's coat," you perceive that the noun *coat* follows *William's*: by what is *William's* said to be governed, and why?

71. By *coat*, because it follows *William's*.

Q. What, then, may be considered a rule for governing the possessive case?

RULE I.

The possessive case is governed by the following noun.

- Q. "William's hat." Is *William's* a proper or common noun? Why? (36.)*
 Q. What is its person? why? (45.)* Its number? why? (8.)* Its gender? why? (17.)* Its case? why? (61.)* What noun follows *William's*? What word, then, governs *William's*? What is the rule?
 Q. When we mention the several properties of the different words in sentences, in the same manner as we have those of *William's*, above, what is the exercise called?

72. PARSING.


EXERCISES IN PARSING.

"John's knife."

73. *John's* is a NOUN, because it is a name—PROPER, because it is a particular name—MASCULINE GENDER; it is the name of a male—THIRD PERSON; it is spoken of—SINGULAR NUMBER; it means but one—POSSESSIVE CASE; it implies possession—and is governed by the noun *knife*, according to

RULE I. *The possessive case is governed by the following noun.*

Knife is a NOUN; it is a name—COMMON; it is a general name—NEUTER GENDER; it is neither male nor female—THIRD PERSON; it is spoken of—SINGULAR NUMBER; it means but one.

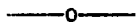
 Let the learner parse the foregoing, till the mode of parsing the noun is so familiar to him, that he can do it readily, without looking in the book. He may then take the following exercises, which are to be parsed in a similar manner.

EXERCISES IN PARSING CONTINUED.

"Peter's cap."
 "John's slate."

"Stephen's coat."
 "Father's house."

"Brother's knife."
 "Boys' hats."



VII. OF ARTICLES.

Q. When I say, "Give me a book," I evidently mean no particular book, but when I say, "Give me the book," what do I mean?

74. Some particular book.

Q. Which are the words that make this difference in meaning?

75. *A* and *the*.

Q. What are these little words called?

76. ARTICLES.

Q. What, then, are articles?

* Refer back to this number.

77. Articles are words placed before nouns to limit their meaning.

Q. What is the meaning of the word *definite*?

78. *Definite* means *particular*.

Q. "Give me the book." Here a particular book is referred to: what kind of an article, then, shall we call *this*?

79. Definite article.

Q. What, then, is a definite article?

80. It points out what particular thing or things are meant.

Q. The word *in*, when placed before words, frequently signifies *not*: what, then, will *indefinite* mean?

81. *Not definite*.

Q. When I say, "Give me a knife," no particular knife is meant: what kind of an article, then, may *a* be called?

82. Indefinite article.

Q. Why is it so called?

83. Because it is not used before the name of any particular person or thing.

Q. We say, "*an* apple," "*an* inkstand," &c. in preference to "*a* apple," "*a* inkstand," &c.: why is this?

84. Because it is easier to speak, and also more pleasant to the ear.

Q. What kind of letters do *apple* and *inkstand* begin with?

85. Vowels.

Q. In what cases do we use *an* instead of *a*?

86. Before words beginning with the vowels *a, e, i, o, u*.

Q. In speaking, we say, "*a* man," not "*an* man:" when, then, do we use *a*?

87. Before words beginning with consonants.

Q. Which letters are consonants?

88. All the letters of the alphabet, except the vowels, which are *a, e, i, o, u*; and also *w* and *g*, except at the beginning of words, when they are consonants.

Q. How, then, do *a* and *an* differ?

89. Only in their use; *a* being used before consonants, and *an* before vowels: both are called by the same name.

Q. How many articles do there appear to be, and what are they?

90. Two—*a* or *an*, and *the*.

Q. It is customary to say, "*a* boy," not "*a boys*;" also, "*an* inkstand," not "*an inkstands*;" of what number, then, must the noun be, before which the indefinite article is placed?

91. The singular number.

Q. What, then, is the rule for the indefinite article?

RULE II.

The indefinite article A or AN belongs to nouns of the singular number.

Q. We can say, "the boy," and "the boys;" using a noun either of the singular or plural number after *the*: what then, is the rule for the definite article?

RULE III.

The definite article THE belongs to nouns in the singular or plural number

EXERCISES IN PARSING.

"The boy."

92. *The* is an ARTICLE, a word placed before nouns to limit their meaning—DEFINITE; it means a particular boy—and belongs to *boy*, according to

RULE III. *The definite article THE belongs to nouns of the singular or plural number.*

Boy is a NOUN; it is a name—COMMON; it is a general name—MASCULINE GENDER: it is the name of a male—THIRD PERSON; it is spoken of—and SINGULAR NUMBER; it means but one.

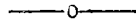
EXERCISES IN PARSING CONTINUED.

"A hand."
"A man."

"An eagle."
"An insect."

"The man."
"The men."

"The boys' hats."
"A man's cap."



VIII. OF ADJECTIVES.

Q. When I say, "John is an obedient, industrious, and good boy," I use certain words to describe *boy*: which are they?

93. *Industrious, obedient, and good.*

Q. When I say, "a good man," to what word is the describing word *good* joined or added?

94. To the noun *man*.

Q. What does the word *adjective* mean?

95. *Joined or added to.*

Q. What, then, shall we call such describing words as *good, obedient, industrious, &c.*?

96. ADJECTIVES.

Q. What, then, are adjectives?

97. Adjectives are words joined to nouns to describe or qualify them.

Q. "A wise man." Which word is the adjective here, and why?

Q. "Rufus is a good boy, but James is a better one." How are Rufus and James spoken of here?

98. In comparison with each other.

Q. The adjectives in the last example are *good* and *better*: can you tell me which of these words denotes a higher degree of excellence than the other?

99. The word *better*.

Q. What degree of comparison, then, shall we call *better*?

100. Comparative degree.

Q. What, then, does the comparative degree imply?

101. A comparison between two.

Q. "William is tall, Thomas is taller, but Rufus is the tallest boy in school." What is meant here by *tallest*?

102. Exceeding all in height.

Q. What does the word *superlative* mean?

103. *Exceeding all; the highest or lowest degree.*

Q. What degree of comparison, then, shall we call *tallest*?

104. Superlative degree.

Q. What, then, does the superlative degree do?

105. It increases or lessens the positive to the highest or lowest degree.

Q. When I say, "James is a good boy," I make no comparison between him and any other; but simply assert in a positive manner, that James is a *good* boy. What kind of a sentence, then, would you call this?

106. A positive sentence.

Q. Of what degree of comparison, then, shall we call *good*?

107. The positive degree.

Q. What, then, does the positive degree do?

108. It merely describes, without any comparison.

Q. Will you compare *great*?

109. "*Positive*, great; *Comparative*, greater; *Superlative*, greatest."

Q. Will you compare *wise* in the same manner?

Q. *Wise* and *great* are words of one syllable: how, then, are the comparative and superlative degrees of words of this sort formed?

110. By adding *r* or *er*, *st* or *est*, to the positive.

Q. Will you in this manner compare *small*? *high*? *mean*?

Q. Will you compare *beautiful*?

111. "*Pos.* beautiful; *Comp.* more beautiful; *Sup.* most beautiful."

Q. How many syllables compose the word *beautiful*?

112. Three.

Q. How, then, are words of three, or more syllables than one, usually compared?

113. By placing *more* and *most* before the positive.

Q. Will you in this manner compare *industrious* ? *ingenious* ? *dutiful* ?

Q. Will you compare *wise*, by using the words *less* and *least* ?

114. "*Pos.* wise ; *Comp.* less wise ; *Sup.* least wise."

Q. Will you in like manner compare *benevolent* ? *distinguished* ? *dilatory* ?

Q. "Good men, better men, best men." Which adjective here is the positive, and why ? (108.) Which the comparative ? why ? (101.) Which the superlative ? why ? (105.)

Q. *Good*, you perceive, is not compared regularly, like *great*, *beautiful*, &c. ; and since there are many words of this description, I will give you a list of the principal ones, together with others, regularly compared : will you repeat the comparative and superlative degrees, as I name the positive ?

115. Positive.	Comparative.	Superlative.
Good,	Better,	Best,
Little,	Less,	Least,
Much, <i>or</i> many,	More,	Most,
Bad, ill, <i>or</i> evil,	Worse,	Worst,
Near,	Nearer,	Nearest, <i>or</i> next.
Old,	Older,	Oldest, <i>or</i> eldest.
Late,	Later,	Latest, <i>or</i> last.

Q. From the foregoing, how many degrees of comparison do there appear to be, and what are they ?

116. Three---the positive, comparative, and superlative.

Q. Adjectives, you recollect, describe nouns : to what, then, do they naturally belong ?

RULE IV.

Adjectives belong to the nouns which they describe.

EXERCISES IN PARSING.

"*A wiser child.*"

117. *A* is an ARTICLE, a word placed before nouns to limit their meaning — INDEFINITE ; it means no particular child — and belongs to *child*, agreeably to

RULE II. *The indefinite article A or AN belongs to nouns of the singular number.*

Wiser is an ADJECTIVE, a word joined with a noun to describe it—" *Pos.* wise ; *Comp.* wiser ; *Sup.* wisest"—made in the *comparative* degree — and belongs to *child* by

RULE IV *Adjectives belong to the nouns which they describe.*

Child is a NOUN ; it is a name — COMMON ; it is a general name — COMMON GENDER ; it may be either male or female — THIRD PERSON ; it is spoken of — and SINGULAR NUMBER ; it means but one.

EXERCISES IN PARSING.

1.

"A dutiful son."
"An idle boy."
"A foolish son."

2.

"An ugly child."
"An irksome task."
"A mild reply."

3.

"The base man."
"The whiter cloth."
"The milder weather."

EXERCISES IN PARSING CONTINUED.

4.

"The greatest man."
 "The wisest prince."
 "The noblest man."

6.

"A large, convenient and (1)
 airy habitation."
 "The intelligent, industrious,
 obedient, and (1) docile
 scholar."

5.

"The more (1) benevolent citizen."
 "The most (1) suitable method."
 "The least (1) distrustful friend."

7.

"The last choice."
 "The best man."
 "The nearest relations."
 "Johnson's (2) large dictionary."
 "Murray's small grammar."

 IX. OF PRONOUNS.

Q. When I say, "John goes to school, John learns fast, and John will excel," how can I speak so as to avoid repeating *John* so often?

118. By using the word *he* in its place; thus, "John goes to school, *he* learns fast, and *he* will excel."

Q. What little word, then, may stand for *John*?

119. *He*.

Q. What does the word *pronoun* mean?

120. *Standing for, or instead of, a noun.*

Q. What, then, shall we call the word *he*, above?

121. A PRONOUN.

Q. What, then, is a pronoun?

122. A pronoun is a word used for a noun, to avoid a repetition of the same word.

Q. When James says, "I will study," you perceive that *I* stands for the person speaking: what person, then, is it? (30.)

Q. When I say, "James, you must study," the word *you* evidently is applied to James, who is spoken to: what person, then, ought *you* to be?

123. The second person.

Q. When I say, "He (meaning William) should learn," what person ought *he* to be and why?

124. The third person; because it stands in the place of a noun which is spoken of.

Q. If *I* invariably stands for the first person, *you* for the second, and *he* for the third, how can we tell the different persons of pronouns?

125. By the pronouns themselves.

Q. What have these pronouns been called from this circumstance?

126. Personal pronouns.

☞ I will now give you a list of all the personal pronouns, which you must first examine carefully, and then answer such questions on them as may be asked you.

DECLENSION OF THE PERSONAL PRONOUNS.

FIRST PERSON.

<p style="text-align: center;">127. Sing.</p> <p><i>Nom.</i> I. <i>Poss.</i> My or mine. <i>Obj.</i> Me.</p>	<p style="text-align: center;">Plur.</p> <p><i>We.</i> <i>Ours or our.</i> <i>Us.</i></p>
--	--

SECOND PERSON.

<p style="text-align: center;">Sing.</p> <p><i>Nom.</i> Thou. <i>Poss.</i> Thy or thine. <i>Obj.</i> Thee.</p>	<p style="text-align: center;">Sing.</p> <p><i>Nom.</i> You. <i>Poss.</i> Your or yours. <i>Obj.</i> You.</p>	<p style="text-align: center;">Plur.</p> <p><i>Ye or you.</i> <i>Your or yours.</i> <i>You.</i></p>
---	--	--

THIRD PERSON MASCULINE.

<p style="text-align: center;">Sing.</p> <p><i>Nom.</i> He. <i>Poss.</i> His. <i>Obj.</i> Him.</p>	<p style="text-align: center;">Plur.</p> <p><i>They.</i> <i>Theirs or their.</i> <i>Them.</i></p>
---	--

THIRD PERSON FEMININE.

<p style="text-align: center;">Sing.</p> <p><i>Nom.</i> She. <i>Poss.</i> Hers or her. <i>Obj.</i> Her.</p>	<p style="text-align: center;">Plur.</p> <p><i>They.</i> <i>Theirs or their.</i> <i>Them.</i></p>
--	--

THIRD PERSON NEUTER.

<p style="text-align: center;">Sing.</p> <p><i>Nom.</i> It. <i>Poss.</i> Its. <i>Obj.</i> It.</p>	<p style="text-align: center;">Plur.</p> <p><i>They.</i> <i>Theirs or their.</i> <i>Them.</i></p>
--	--

- Q. Will you decline *I* in both numbers? *thou* or *you*? *he*? *she*? *it*?
- Q. In what person, number, and case is *I*? *we*? *my*? *mine*? *our* or *ours*? *me*? *us*? *thou*? *ye*? *his*? *they*? *them*?
- Q. In what gender, person, number, and case is *he*? *she*? *it*? *his*? *hers*? *her*? *him*?

How many numbers do pronouns appear to have, and what are they?

128. Two—the singular and plural.

Q. How many cases, and what are they.

129. Three—the nominative, the possessive, and the objective.

Q. How many persons?

130. Three—the first, second, and third.

Q. How many genders?

131. Three—the masculine, feminine, and neuter.

Q. How many pronouns are there in all, of the first person?

Q. How many of the second, and how many of the third?

Q. The pronouns of the nominative case, singular, are called **leading pronouns**: how many of these are there?

133. Five—*I*, *thou* or *you*, *he*, *she*, *it*.

Q. Why are not the possessive and objective cases of the singular and plural numbers, also the nominative plural, reckoned in the number of the leading pronouns?

134. Because they are all considered as variations of the **nominative singular**.

Q. To which of the pronouns is it customary to apply gender?

135. To the third person singular, *he, she, it*.

Q. Why are not the first and second persons each made always to represent a different gender?

136. The first and second persons being always present, their genders are supposed to be known.

Q. If, as we have seen, pronouns stand for nouns, what gender, number, and person ought they to have?

137. The same as the nouns for which they stand.

Q. What, then, may be considered a rule for the agreement of the pronouns?

RULE V.

Pronouns must agree with the nouns for which they stand in gender, number, and person.

QUESTIONS ON PARSING.

Q. How many different sorts of words have we now found, and what are they?

138. Four—the NOUN, the ARTICLE, the ADJECTIVE and the PRONOUN.

Q. The word *part* you know, means *division*; and *speech*, the *power of using words, or language*: what, therefore, shall we call these grand divisions of words?

139. PARTS OF SPEECH.

Q. When, then, I ask you what part of speech *boy* is, for instance, what do you understand me to mean?

140. The same as to ask me whether *boy* is a noun or not.

Q. What part of speech, then, is *William*, and why? (36.)

1. "He went to school."

2. "She went to her task."

3. "William went to his play."

4. "John returned from his school."

5. "I request you to mind your studies."

6. "The book was mine, but now it is yours."

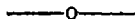
Q. Will you name the pronouns in the six foregoing examples?

Q. How many are there in all?

Q. What is the gender, number, and person of those in the first? second? third? fourth? fifth? sixth?

Q. What is the gender of *his*, in the fourth sentence? why? (137.) Its number? why? (137.) Its person? why? (137.) Its case? why? (61.)

Q. Will you name the nouns in the first sentence? in the second? third? fourth? fifth? sixth?



X. OF THE VERB.

Q. When I say, "James strikes William," which word tells what James does?

141. *Strikes*.

Q. The word *verb* means *word*; and as the words in all sentences, which tell

what the nouns do, are the principal ones, what shall such words be called?

142. VERBS.

Q. If, in the phrase, "William strikes James," we leave out the word *strikes*, you perceive at once that the sense is destroyed: what reason, then, can you give, for calling some words in a sentence *verbs*, and others by a different name?

143. The words which we call verbs are the most important.

Q. "William studies his lesson." Which word is the verb here, and why?

144. *Studies*, because it tells what William does.

Q. When I say, "John dances," which word is the verb, and why?

Q. When I say, "James strikes John," which word shows that an action is performed?

145. *Strikes*.

Q. What kind of a verb, then, shall we call *strikes*?

146. An active verb.

Q. What kind of a verb is *walks*, in this sentence, "John walks," and why?

147. *Walks* is an active verb, because it expresses action.

Q. "He beat William." Which word here is the verb? Is *William* an agent or an object?

148. An object.

Q. When I say, "The child walks," *walks*, it is true, is an active verb, but it has no noun after it for an object, as *beat* has, in the phrase above; neither can we supply one; for we cannot say, "The child walks," any thing: what, therefore, is to be inferred from this fact, in regard to the nature of active verbs?

149. That some active verbs will take nouns after them for objects, and others will not.

Q. We will next notice this difference. The term *transitive* means *passing over*; and when I say, "William whips Charles," the verb *whips* shows that the action which William performs, *passes over* to Charles as the object. What kind of a verb, then, shall we call *whips*?

150. An active-transitive verb.

Q. What, then, is an active-transitive verb?

151. It is one that either has, or may have, an object after it.

Q. *Walks*, we found, would not take an object after it; and, as *intransitive* means *not passing over*, what shall we call such verbs as *walks*?

152. Active-intransitive verbs.

Q. What, then, is an active-intransitive verb?

153. An active-intransitive verb is one that expresses action, but will not take an object after it.

Q. When I say, "He eats it," "He beats him," we immediately determine that *beats* and *eats* are active-transitive verbs by the objects after them: how, then, may transitive and intransitive verbs be distinguished?

154. When we can place *him* or *it* after any active verb; and make sense, it is transitive: otherwise, it is intransitive:

Q. "James remains at home — sleeps at home — is at home." Which words are the verbs here?

155. *Remains, sleeps, and is.*

Q. These verbs do not imply action, like *strikes, beats, &c.* : what do they imply?

156. *Existence, rest, or being, in a certain state.*

Q. These verbs, and others of similar character, have been called *neuter* (signifying neither) by grammarians, because they are neither active nor passive. On a future occasion, I will make you fully acquainted with a passive verb. It is sufficient for our present purpose, that you perceive the reason of the name of the neuter verb. What is a neuter verb?

157. A neuter verb is one that simply implies being or existence in a certain state.

Q. Will you inform me now, in general terms, what is a correct definition of a verb?

158. A verb is a word which signifies ACTION OR BEING.

Q. When I say, "I strike," in what number and person is *strike*, and why?

159. *Strike*, is of the first person singular, because its agent, *I*, is of this person and number.

Q. Hence you may perceive, that verbs, in themselves considered, do not have person and number : why, then, are they said to have these properties at all?

160. On account of the connection which they have with their agents or nominatives.

Q. We say, "I write," and "He writes;" hence you perceive that the ending of the verb varies, as its agent or nominative varies : what, then, will be the rule for the nominative case?

RULE VI.

The nominative case governs the verb in number and person.

Q. If the nominative case governs the verb in number and person, in what respect must the verb agree with its nominative case?

RULE VII.

A verb must agree with its nominative case in number and person.

Q. When I say, "James beats him," the pronoun *him* is the object of the action denoted by *beats*, and is, therefore, in the objective case : what, then, will be a good rule for the objective case after active verbs?

RULE VIII.

Active-transitive verbs govern the objective case.

Q. I will now give you the different endings of the verb *love*, in its different numbers and persons. Will you repeat them?

Singular.

Plural.

161. *First person, I love.*

First person, We love.

Second person, You love

Second person, You love.

Third person, He loves.

Third person, They love.

Q. Will you repeat the variations of *am*?

Singular

Plural.

162. 1 *Pers.* I am.
2 *Pers.* You are.
3 *Pers.* He is.

- 1 *Pers.* We are.
2 *Pers.* You are.
3 *Pers.* They are.

Q. Will you repeat, in the same manner, the variations of *late' des. 2? read'*

EXERCISES IN PARSING.

"I study my lesson."

163. *I* is a PRONOUN, a word used instead of a noun—PERSONAL; it always denotes the same person, (the first)—FIRST PERSON; it denotes the speaker—SINGULAR NUMBER: it means but one—"Nom. I"—made in the NOMINATIVE CASE to *study*, according to

RULE VI. *The nominative case governs the verb in number and person.*

Study is a VERB; it expresses action—TRANSITIVE; it admits an object after it—"1 *Pers.* I study"—made in the FIRST PERSON—SINGULAR NUMBER, because its nominative *I* is, with which it agrees, agreeably to

RULE VII. *A verb must agree with its nominative case in number and person.*

My is a PRONOUN, a word used for a noun—PERSONAL; it always represents the same person—FIRST PERSON; it represents the person speaking—"Nom. I; Poss. my, or mine"—made in the POSSESSIVE CASE—and governed by the noun *lesson* according to

RULE I. *The possessive case is governed by the following noun.*

Lesson is a NOUN—COMMON; it is a general name—NEUTER GENDER: it is neither male nor female—THIRD PERSON; it is spoken of—SINGULAR NUMBER; it means but one—and in the OBJECTIVE CASE; it is the object of the verb *study*, and governed by it, according to

RULE VIII. *Active-transitive verbs govern the objective case.*

EXERCISES IN PARSING CONTINUED.

Transitive Verbs.

- | | |
|-------------------------------|---------------------------|
| "I lament my fate." | "He found a dollar." |
| "You regard your friends." | "She attends the school." |
| "We desire your improvement." | "It retards the work." |
| "We love our children." | "They shun vice." |
| "You make a knife." | "Ye derive comfort." |
| 2. | |
| "I love him." | "She forsook you." |
| "I lament her." | "They annoy me." |
| "You assist them." | "We took it." |
| "He struck her." | "She relieved us." |


"John reads his book."

His is a PRONOUN, a word used instead of a noun—PERSONAL; it uniformly stands for the same person—MASCULINE GENDER, THIRD PERSON, SINGULAR NUMBER, because the noun *John* is, with which it agrees, agreeably to

RULE V *Pronouns must agree with the nouns for which they stand, in gender, number, and person.*

"Nom. he; Poss. his"—made in the POSSESSIVE CASE—and governed by the noun *book*, according to


RULE I. *The possessive case is governed by the following noun.*

 The remaining words, *book*, *reads*, and *John*, are parsed as before.

EXERCISES IN PARSING CONTINUED.

3.

"Mary studies her lesson."	"Virtue rewards its followers."
"The girls love their books."	"A disobedient son grieves his parents."
"Good children mind their parents."	"The intemperate man loves his dram."

 In parsing personal pronouns, we do not apply Rule V. unless the nouns for which they stand are expressed.

Intransitive Verbs.

4.

"I walk."	"You smile."	"John swims."
"James runs."	"They wink."	"Birds fly."
"William hops."	"We dance."	"Lions roar."

Neuter Verbs.

"William is (1.) discreet." (2.)	"John's wife is fortunate."
"James is happy."	"John's brother is unhappy."
"He was studious."	"The eagle's flight was sudden."
"He became intemperate."	"The scholar's duty is plain."

—O—

XI. INDICATIVE MOOD—TENSE.

Q. When James says, "I will learn," he evidently means, by his manner of speaking, to express his intention to learn; but when he says, "I can learn," what does he mean?

165. That he has the *ability* to learn.

Q. What does the word *mood* mean?

166. *Mood* means *manner*.

Q. What, then, does the mood of verbs denote?

167. The different manner of representing actions.

(1.) *Is* is a VERB; it implies being—NEUTER; it is neither active nor passive, but expresses being, merely—"1 pers. I am; 2 pers. You are; 3 pers. He or William is"—made in the THIRD PERSON, SINGULAR, because *William*, its nominative, is, and agrees with *William*, according to

RULE VIII. *A verb must agree with its nominative case in number and person.*

(2.) *Discreet* belongs to *William*, by Rule IV

Q. What does the word *indicative* mean?

168. *Declaring or showing.*

Q. When I say, "William has studied," I declare some fact: in what mood, then, shall we class *has studied*?

169. In the indicative mood.

Q. When I say, "Has William studied?" the only difference between this phrase and the foregoing consists in a change in the order of the words, so as to show that a question is asked: in what mood, then, shall we call *has William studied*?

170. Indicative mood.

Q. What, then, is the indicative mood used for?

171. The indicative mood is used for asserting, indicating or declaring a thing, or asking a question.

Q. In what mood is, "They do sing?" Why? (171.)

Q. What does the word *tense* mean?

172. *Tense means time.*

Q. What does *present* mean?

173. *Present means now.*

Q. When I say, "The bird sings," I mean that the bird sings now: in what tense, then, is *sings*?

174. In the present tense.

Q. What, then, is the present tense used for?

175. The present tense is used to express what is now taking place.

Q. In what tense is, "The dog runs?" Why? (175.)

Q. "James wrote." "James has written." These phrases denote what is past: in what tense are they?

176. In the past tense.

Q. What does the word *future* mean; as, "At some future time?"

177. *Future means yet to come.*

Q. In what tense are the phrases, "I will come," "I shall have come?"

178. In the future tense.

Q. How many grand divisions of time do there appear to be, and what are they?

179. Three—the present, past, and future.

Q. When I say, "John wrote," is the action here spoken of past and finished?

180. It is.

Q. What does *imperfect* mean?

181. *Unfinished, or incomplete.*

Q. "John was writing when I saw him." This denotes an action unfinished in past time, and corresponds with what is usually denominated in Latin the imperfect tense: hence the origin of the name selected by English grammarians to denote action past and finished; a term not at all significant of an action finished in past time: what, then, does the imperfect tense express?

182. The imperfect tense expresses what took place in past time, however distant.

Q. "Peter wrote yesterday, and has written to-day." Here both acts of writing are past and finished; but which has more immediate reference to the present time?

183. *Has written.*

Q. To distinguish this tense from the imperfect, grammarians have called it the perfect tense: what, then, will the perfect tense express?

184. The perfect tense expresses what has taken place, and also conveys an allusion to the present time.

Q. "James had read before I wrote." Here both acts are past and finished; which took place first?

185. The act of reading.

Q. What does the word *pluperfect* mean?

186. *More than the perfect.*

Q. What tense, then, shall we call, "James had read?"

187. The pluperfect tense.

Q. What, then, does the pluperfect tense express?

188. The pluperfect tense expresses what had taken place at or before some past time mentioned.

Q. "John will come." This, you know, was called the future tense: can you tell me why?

189. Because it implies time to come.

Q. What, then, does the future tense express?

190. The future tense expresses what will take place hereafter.

Q. "I shall have learned my lesson by noon." Here, an action is to take place at a future time specified or mentioned; and since we already have one future tense, we will call that the first, and this the second future tense: what, then, will the second future tense express?

191. The second future expresses what will have taken place at or before some future time mentioned.


Q. What does *synopsis* mean?

192. *A concise and general view.*

Q. I will now present you with a synopsis of all the different tenses, illustrated by the verb *learn*: will you repeat it?

SYNOPSIS.

193.	<i>Pres. tense,</i>	I learn, or do learn.
	<i>Imp. tense,</i>	I learned, or did learn.
	<i>Perf. tense,</i>	I have learned.
	<i>Plup. tense,</i>	I had learned.
	<i>1st Fut. tense,</i>	I shall or will learn.
	<i>2d Fut. tense,</i>	I shall have learned.

 You shall next have the different variations of the foregoing verb, in each tense of the indicative mood: these I wish you to study very carefully, that you may be able to answer the questions which will then be asked you.

194. *To learn.*

INDICATIVE MOOD.

PRESENT TENSE.

<i>Singular.</i>	<i>Plural.</i>
1 <i>Pers.</i> I learn.	1 <i>Pers.</i> We learn.
2 <i>Pers.</i> You learn.	2 <i>Pers.</i> You learn.
3 <i>Pers.</i> He, she, or it learns.	3 <i>Pers.</i> They learn.

OR,

When we wish to express energy or positiveness, thus—

<i>Singular.</i>	<i>Plural.</i>
1. I do learn.	1. We do learn.
2. You do learn.	2. You do learn.
3. He does learn.	3. They do learn.

IMPERFECT TENSE.

<i>Singular</i>	<i>Plural.</i>
1. I learned.	1. We learned.
2. You learned.	2. You learned.
3. He learned.	3. They learned.

OR,

<i>Singular</i>	<i>Plural</i>
1. I did learn.	1. We did learn.
2. You did learn.	2. You did learn.
3. He did learn.	3. They did learn.

PERFECT TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. I have learned.	1. We have learned.
2. You have learned.	2. You have learned.
3. He has learned.	3. They have learned.

PLUPERFECT TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. I had learned.	1. We had learned.
2. You had learned.	2. You had learned.
3. He had learned.	3. They had learned.

FIRST FUTURE TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. I shall or will learn.	1. We shall or will learn.
2. You shall or will learn.	2. You shall or will learn.
3. He shall or will learn.	3. They shall or will learn.

SECOND FUTURE TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. I shall have learned.	1. We shall have learned.
2. You will have learned.	2. You will have learned.
3. He will have learned.	3. They will have learned.

. For the benefit of those who choose to retain the second person singular, as given in former treatises, the following synopsis is inserted.

SYNOPSIS.

195. 2d <i>Pers. Sing. Pres.</i>	Thou learnest or dost learn.
2d <i>Pers. Sing. Imp.</i>	Thou learnedst, or didst learn.
2d <i>Pers. Sing. Perf.</i>	Thou hast learned.
2d <i>Pers. Sing. Plup.</i>	Thou hadst learned.
2d <i>Pers. Sing. 1st Fut.</i>	Thou shalt or wilt learn.
2d <i>Pers. Sing. 2d. Fut.</i>	Thou wilt have learned.

Q. In what mood is, "I learn?" Why? (171.) In what tense? Why? (175.)

In what mood and tense is, "He learns?" "We learn?" "I did learn?" "I have learned?" "I had learned?" "I shall or will learn?" "I shall have learned?"

Q. In what person and number is, "I learn?" "You learn?" "We learn?" "They had learned?" "He shall learn?" "We had learned?"

Q. What does the word *auxiliary* mean?

196. *Auxiliary* means *helping*.

Q. In the phrase, "I will sing," *will*, you perceive, is used to help form the future tense of *sing*: *will* is, therefore, called an auxiliary verb, and the verb *sing* is reckoned the principal verb: what, then, are auxiliary verbs?

197. Auxiliary verbs are those by the help of which are formed the different tenses, moods, &c., of the principal verbs.

Q. The auxiliary verbs are not unfrequently denominated the signs of the tenses, because each tense has, in general, an auxiliary peculiar to itself: what, then, is the sign of the second future?

198. *Shall* or *will have*.

Q. What is the sign of the first future?

199. *Shall* or *will*.

Q. What is the sign of the pluperfect?

200. *Had*.

Q. What is the sign of the perfect?

201. *Have*.

Q. What is the sign of the imperfect?

202. *Did*.

Q. We can say, "I did strike yesterday," or, "I struck yesterday?" how, then, can we tell when a verb is in the imperfect tense without the sign *did*?

203. If we can place *yesterday* after the verb, and make sense, it is in the imperfect tense.

Q. What is the sign of the present tense?

204. *Do*, or the first form of the verb.

Q. From the foregoing, how many tenses does the indicative mood appear to have, and what are they?

205. Six---the present, the imperfect, the perfect, the pluperfect, the first and second future tenses.

EXERCISES IN PARSING.

"*They have arrived.*"

206. *They* is a PRONOUN, a word used instead of a noun---PERSONAL; it always represents the same person---THIRD PERSON; it denotes the person spoken of---PLURAL; it means more than one---"Nom. he; Poss. his; Obj. him; Plural. Nom. they"---made in the NOMINATIVE CASE to *have arrived*, according to

RULE VI. *The nominative case governs the verb.*

Have arrived is a **VERB**, a word that implies action or being—**ACTIVE**; it implies action—**INTRANSITIVE**; it does not admit of an object—**INDICATIVE MOOD**; it simply indicates or declares a thing—**PERFECT TENSE**; it expresses what has just taken place—"1. I have arrived; 2. You have arrived; 3. He has arrived. *Plural*, 1. We have arrived; 2. You have arrived; 3. They have arrived"—made in the **THIRD PERSON PLURAL**, because its nominative *they* is, and agrees with it, according to

RULE VII. *A verb must agree with its nominative case in number and person.*

EXERCISES IN PARSING CONTINUED.

1.

"They had come."
"We did go."
"The bird will return."

"The sun has risen."
"Dogs will fight."
"Lions will roar."

2.

"James loves William."
"Susan beats him."
"I have beaten them."
"She had beaten us."
"You shall assist him."
"It did disturb me."

"Columbus discovered America."
"Piety promotes our happiness."
"He will learn his lesson."
"John did make great progress."
"They do study their lessons."
"Boys love sport."

3.

"Do I disturb you?"
"Did they learn their lessons?"
"Have they recited?"
"Does the instructor teach us?"

"Shall I expect your assistance."
"Will a virtuous citizen commit such
(1.) acts?"
"Have you found your knife?"

—o—

XII. POTENTIAL MOOD.

Q. What does, "He may write," imply?

207. Permission or liberty to write.

Q. What does, "He must write," imply?

208. Necessity of writing.

Q. What does, "He can write," imply?

209. Power or ability to write.

Q. What does, "He should write," imply?

110. Duty or obligation to write.

Q. What does, "He would write," imply?

211. Will or inclination to write.

Q. What does the word *potential* mean?

212. *Able*, or *powerful*.

Q. In what mood, then, do grammarians reckon *can learn, may write, and, also, must write, should write, &c.*?

213. In the potential mood.

Q. Why are all these different forms of representing actions considered to be in the potential mood, a name, as we have seen, peculiar only to that form of the verb which implies power?

214. To prevent multiplying moods to a great and almost numberless extent.

Q. What, then, does the potential mood imply?

215. The potential mood implies possibility, liberty, power, will, obligation, or necessity.

Q. What are the signs of this mood?

216. *May, can, must, might, could, would, and should.*

Q. What does the word *conjugation* mean?

217. *Uniting, combining, or joining together*

Q. You recollect that, in varying the verb, we joined the pronouns with it; hence, this exercise is called *conjugation*: what, then, do you understand by the conjugation of a verb?

218. The conjugation of a verb is the regular combination and arrangement of its several moods, tenses, numbers, and persons.

219. *Conjugation of the verb* LEARN.

POTENTIAL MOOD.

PRESENT TENSE.

Singular.

1. I may, can, or must learn.
2. You may, can, or must learn.
3. He may, can, or must learn.

Plural.

1. We may, can, or must learn.
2. You may, can, or must learn.
3. They may, can, or must learn.

IMPERFECT TENSE.

Singular.

1. I might, could, would, or should learn.
2. You might, could, would, or should learn.
3. He might, could, would, or should learn.

Plural.

1. We might, could, would, or should learn.
2. You might, could, would, or should learn.
3. They might, could, would, or should learn.

PERFECT TENSE.

Singular.

1. I may, can, or must have learned.
2. You may, can, or must have learned.
3. He may, can, or must have learned.

Plural.

1. We may, can, or must have learned.
2. You may, can, or must have learned.
3. They may, can, or must have learned.

PLUPERFECT TENSE.

Singular.

1. I might, could, would, or should have learned.
2. You might, could, would, or should have learned.
3. He might, could, would, or should have learned.

Plural.

1. We might, could, would, or should have learned.
2. You might, could, would, or should have learned.
3. They might, could, would, or should have learned.

Synopsis of the Second Person Singular, with THOU.

220.

Pres. Thou mayst, canst, or must learn.

Imp. Thou mightst, couldst, wouldst, or shouldst learn.

Perf. Thou mayst, canst, or must have learned.

Plup. Thou mightst, couldst, wouldst, or shouldst have learned.

Q. In what mood is, "I may learn?" Why? (215.)

Q. Will you repeat the synopsis with *I? thou? he? we? ye? you? they?*

Q. In what mood, tense, number, and person, is, "I can learn?" "You may learn?" "You might assist?" "They could have learned?" "He must study?"

Q. In what mood and tense is, "I have learned?" "He shall run?" "William did sing?"

Q. Will you conjugate *learn* in the present tense, potential mood? Will you conjugate *love* in the same mood, and imperfect tense? *Strike*, in the perfect tense? *Come*, in the pluperfect tense?

Q. How many tenses has the potential mood?

EXERCISES IN PARSING.

"He may return."

221. *He* is a PRONOUN, a word used instead of a noun—PERSONAL: it invariably represents the same person—MASCULINE GENDER; it represents a male—THIRD PERSON; it denotes the person spoken of—SINGULAR NUMBER; it implies but one—and in the NOMINATIVE CASE; it denotes the agent—"Nom. *he*"—nominative case to *may return*, by

RULE VI. *The nominative case governs the verb.*

May return is a verb; it implies action or being—ACTIVE; it implies action—INTRANSITIVE; it does not admit an object after it—POTENTIAL MOOD; it implies possibility, liberty, &c.—PRESENT TENSE; it denotes what may be now—"1. I may or can return; 2. You may or can return; 3. He may or can return"—made in the THIRD PERSON; SINGULAR, because its nominative *he* is, with which it agrees, according to

RULE VII. *A verb must agree with its nominative case in number and person.*

EXERCISES IN PARSING CONTINUED.

1.

"He may come."

"He might retire."

"John can assist me."

"William must obey his instructor."

"We may have erred."

"John's father would go."

"Boys may learn arithmetic."

"The wind may have shaken the trees."

"The lady could have procured her fan."

"James may catch the thief."

"They might learn."

2.

"I do rejoice."

"We do learn."

"John will resume his task."

"The committee will visit the school."

"An idle boy will find poverty."

"An industrious boy will be rich."

XIII. CONJUGATION OF THE NEUTER VERB

To be.

222. When I say, "I am at home," you know that *am* is a verb, because it implies being or existence; and since *to be* means *to exist*, the verb *am* has been called the verb *to be*.

223. INDICATIVE MOOD.

PRESENT TENSE.

<i>Singular.</i>		<i>Plural.</i>
1. I am.	1. We are.	
2. You are.	2. You are.	
3. He is.	3. They are.	

IMPERFECT TENSE.

<i>Singular.</i>		<i>Plural.</i>
1. I was.	1. We were.	
2. You were.	2. You were.	
3. He was.	3. They were.	

PERFECT TENSE.

<i>Singular.</i>		<i>Plural.</i>
1. I have been.	1. We had been.	
2. You have been.	2. You had been.	
3. He had been.	3. They had been.	

PLUPERFECT TENSE.

<i>Singular.</i>		<i>Plural.</i>
1. I had been.	1. We had been.	
2. You had been.	2. You had been.	
3. He had been.	3. They had been.	

FIRST FUTURE TENSE.

<i>Singular.</i>		<i>Plural.</i>
1. I shall or will be.	1. We shall or will be.	
2. You shall or will be.	2. You shall or will be.	
3. He shall or will be.	3. They shall or will be.	

SECOND FUTURE TENSE.

<i>Singular.</i>		<i>Plural.</i>
1. I shall have been.	1. We shall have been.	
2. You will have been.	2. You will have been.	
3. He will have been.	3. They will have been.	

POTENTIAL MOOD.

PRESENT TENSE.

<i>Singular.</i>		<i>Plural.</i>
1. I may, can, or must be.	1. We may, can, or must be.	
2. You may, can, or must be.	2. You may, can, or must be.	
3. He may, can, or must be.	3. They may, can, or must be.	

IMPERFECT TENSE.

<i>Singular.</i>		<i>Plural.</i>
1. I might, could, would, or should be.	1. We might, could, would, or should be.	
2. You might, could, would, or should be.	2. You might, could, would, or should be.	
3. He might, could, would, or should be.	3. They might, could, would, or should be.	

PERFECT TENSE.

Singular.

Plural.

- | | |
|-------------------------------------|--------------------------------------|
| 1. I may, can, or must have been. | 1. We may, can, or must have been. |
| 2. You may, can, or must have been. | 2. You may, can, or must have been. |
| 3. He may, can, or must have been. | 3. They may, can, or must have been. |

PLUPERFECT TENSE.

Singular.

Plural.

- | | |
|--|---|
| 1. I might, could, would, or should have been. | 1. We might, could, would, or should have been. |
| 2. You might, could, would, or should have been. | 2. You might, could, would, or should have been. |
| 3. He might, could, would, or should have been. | 3. They might, could, would, or should have been. |

221. *Synopsis of the Second Person Singular, with Thou.*

INDICATIVE MOOD.

POTENTIAL MOOD.

- | | |
|--|---|
| <i>Pres.</i> Thou art. | <i>Pres.</i> Thou mayst, canst, or must be. |
| <i>Imp.</i> Thou wast. | <i>Imp.</i> Thou mightst, couldst, wouldst, or shouldst be. |
| <i>Prog.</i> Thou hast been. | <i>Prog.</i> Thou mayst, canst, or must have been. |
| <i>Plup.</i> Thou hadst been. | <i>Plup.</i> Thou mightst, couldst, wouldst, or shouldst have been. |
| <i>1st Fut.</i> Thou shalt or wilt be. | |
| <i>2d Fut.</i> Thou wilt have been. | |

—o—

XIV QUESTIONS ON THE FOREGOING CONJUGATION.

Q. Why is *am* a verb? (155.) What is it sometimes called? (222.) Why is it so called? (222.)

Q. Will you give the synopsis of the verb *to be* with *I* through the indicative mood?

Q. Will you conjugate *am* in the present indicative? Imperfect? Perfect? Pluperfect? 1st Future? 2d Future? Present Potential? Imperfect? Perfect? Pluperfect?

Q. In what mood, tense, number, and person, is, "I am?" "Am I?" "You were?" "I have been?" "Have you been?" "He may or can be?" "We should be?" "He may have been?" "They should have been?" "Thou shouldst have been?" "Thou mayst be?"

Q. Will you repeat the synopsis with *thou*?

EXERCISES IN PARSING.

"The girls were industrious."

225. *Were* is a VERB; it implies action or being—NEUTER; it is neither active nor passive, simply expressing being—INDICATIVE MOOD; it simply indicates or declares a thing—IMPERFECT TENSE; it expresses past time—"1. I was; 2. You were; 3. He was. *Plur.* 1. We were; 2. You were; 3. They were, or girls were"—made in the THIRD PERSON PLURAL, because its nominative *girls* is, with which it agrees, agreeably to

RULE VII. *A verb must agree with its nominative case in number and person.*

Industrious is an ADJECTIVE, a word joined with a noun to describe it—"industrious, *more* industrious, *most* industrious"—in the POSITIVE DEGREE; it describes, without any comparison—and belongs to the noun *girls*, according to

RULE IV *Adjectives belong to the nouns which they describe.*

For *the* and *girls*, apply RULES III. and VI.

EXERCISES IN PARSING CONTINUED.

"William is attentive."

"John is studious."

"We are jealous."

"Thou art dutiful."

"Mary has been intelligent."

"The boys will have been dutiful."

"Their estate was small."

"Am I young?"

"Was I wrong?"

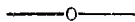
"Have we been wicked?"

"Were they penitent?"

"Washington was patriotic."

"Columbus was enterprising."

"My wife's mother is sick."



XV. OF THE ADVERB.

Q. When I say, "The bird flies *swiftly*," I do not mean by *swiftly* to describe *bird*: what does *swiftly* describe?

226. The manner of flying.

Q. To what part of speech is *swiftly* joined in the phrase, "The bird flies *swiftly*?"

227. To the verb *flies*.

Q. What does the word *adverb* signify?

228. *Joined to a verb.*

Q. What, then, shall we call all such words as *swiftly*?

229. ADVERBS.

Q. "John runs *very* *swiftly*." Which word here describes or shows how *swiftly* John runs?

330. *Very*.

Q. What is the word *very* called, and all such words as qualify or describe adverbs?

231. Adverbs.

Q. "Industrious, *more* industrious, *most* industrious." What are *more* and *most* called here, and why?

232. Adverbs, because they describe or qualify adjectives.

Q. From the foregoing particulars, what appears to be a proper definition of adverbs?

233. Adverbs are words joined to verbs, adjectives, and other adverbs, to qualify or describe them.

Q. "John visits me *often*, but Thomas *oftener*." In this example, we see that adverbs may be compared: will you, therefore, compare *soon*?

234. "Soon, sooner, soonest."

Q. Will you compare *wisely*?

235. "Wisely, more wisely, most wisely."

Q. How do adverbs ending in *ly* appear to be compared?

236. By the adverbs *more* and *most*.

Q. Will you in this manner compare *admirably*? *foolishly*?

Q. Many adverbs are compared like adjectives of one syllable, as *soon* above; but there is a very considerable number, the comparison of which is not regulated by any general rule. The following list embraces adverbs variously compared: will you repeat the comparative and superlative of each, as I name the positive?

237. Positive.	Comparative.	Superlative.
Often,	oftener,	oftenest.
Much,	more,	most.
Well,	better,	best.
Soon,	sooner,	soonest.
Justly,	more justly,	most justly.
Wisely,	more wisely,	most wisely.
Justly,	less justly,	least justly.
Badly, or ill,	worse,	worst.

238. NOTE.—Adverbs, though very numerous, may nevertheless be reduced to a few classes. You will now read with attention the following list, and I will then ask you some questions respecting each class.

1. Of *number*: as "Once, twice, thrice," &c.

2. Of *order*: as, "First, secondly, thirdly, fourthly, fifthly, lastly, finally," &c.

3. Of *place*: as, "Here, there, where, elsewhere, anywhere, somewhere, nowhere, hence, thence, whithersoever," &c.

4. Of *time*.

Of *time present*: as, "Now, to-day," &c.

Of *time past*: as, "Already, before, lately, yesterday, heretofore, hitherto, long since, long ago," &c.

Of *time to come*: as, "To-morrow, not yet, hereafter, henceforth, henceforward, by and by, instantly, presently, immediately, straightways," &c.

Of *time indefinite*: as, "Oft, often, oftentimes, oftentimes, sometimes, soon, seldom, daily, weekly, monthly, yearly, always, when, then, ever, never, again," &c.

5. Of *quantity*: as, "Much, little, sufficiently, how much, how great, enough, abundantly," &c.

6. Of *manner or quality*: as, "Wisely, foolishly, justly, unjustly, quickly, slowly," &c. Adverbs of quality are the most numerous kind; and they are generally formed by adding the termination *ly* to an adjective or participle, or changing *le* into *ly*. as, "Bad, badly; cheerful, cheerfully; able, ably; admirable, admirably."

7. Of *doubt*: as, "Perhaps, peradventure, possibly, perchance."

8. Of *affirmation*: as, "Verily, truly, undoubtedly, doubtless, certainly, yea, yes, surely, indeed, really," &c.

9. Of *negation*: as, "Nay, no, not, by no means, not at all, in no wise," &c.

10. Of *interrogation*: as, "How, why, wherefore, whether," &c.

11. Of *comparison*: as, "More, most, better, best, worse, worst, less, least, very, almost, little, alike," &c.

When a preposition suffers no change, but becomes an adverb merely by its application: as, when we say, "He rides *about*," "He was *near* falling;" "But do not *after* lay the blame on me."

There are also some adverbs, which are composed of nouns, and the letter *a*

used instead of *at, on, &c.*: as, "Aside, athirst, afoot, ahead, asleep, aboard, ashore, abed, aground, afloat."

Q. Will you name two adverbs of number? two of order? two of place? two of time present? two of time past? two of time to come? two of time indefinite? two of quantity? two of manner or quality? two of doubt? two of affirmation? two of negation? two of interrogation? two of comparison?

Q. Adjectives describe as well as adverbs: how, then, can you tell one from the other?

239. Adjectives describe nouns, but adverbs describe or qualify verbs, adjectives, and other adverbs.

Q. This fact should be remembered; you shall, therefore have it in the form of a rule: will you repeat it?

RULE IX.

Adverbs qualify verbs, adjectives, and other adverbs.

Q. From *bad* we form the adverb *badly*: how, then, may a large class of adverbs be formed?

240. By adding *ly* to adjectives.

Q. Will you in this manner form an adverb from *evil*? from *good*? from *sinful*?

EXERCISES IN PARSING.

"The bird sings sweetly."

241. *Sweetly* is an ADVERB, a word used to qualify a verb adjective, or other adverb; in this example it qualifies the verb *sings*, agreeably to

RULE IX. *Adverbs qualify verbs, adjectives, and other adverbs.*

Sings, bird and the are parsed as before.

EXERCISES IN PARSING CONTINUED.

Adverbs qualifying verbs.

"The soldiers marched slowly."

"They will return soon."

"The girls sing delightfully."

"The boys write admirably."

"Henry improves rapidly."

"Susan dances elegantly."

Adverbs qualifying adjectives.

"He was very attentive."

"James is more studious."

"John is quite busy."

"Walter is most studious."

"William is really studious."

"Ellen is less happy."

Adverbs qualifying verbs and other adverbs.

"You learn grammar very well."

"James writes most elegantly."

"The boys write too fast."

"I will assist you most cheerfully."

"He will come much oftener."

Adverbs promiscuously used.

"He has read once."

"John is not happy."

"I will first remind you."

"Whither shall I fly?"

"I saw him yesterday."

"My brother sends me the paper monthly."

"I have eaten sufficiently."

XVI. OF THE PREPOSITION.

Q. To say, "The cider is—the cellar," would make no sense: can you imagine what would make sense?

A42. "The cider is *in* the cellar."

Q. By putting the little word *in*, after *cider*, and before *cellar*, the sentence is rendered complete: what office, then, does *in* perform?

A43. It connects words, and thereby shows the relation between them.

Q. What does the word *preposition* mean?

A44. *Placed before.*

Q. What, then, may those words that be called, as they are placed, before other words to connect them with words preceding?

A45. Prepositions.

Q. What then are prepositions?

A46. Prepositions are words used to connect words, and thereby show the relation between them.

A47. List of the principal Prepositions.

Among	at	behind	near	throughout
around	by	between	of	through
against	below	before	off	trough
against	between	behind	on	up
after	between	for	over	upon
about	below	from	out of	underneath
against	below	in	opposite	unto
above	beside	into	of	with
above	below	into	of	with
across	below	into	of	with
across	below	into	of	with
across	below	into	of	with

Q. Will you mention the prepositions beginning with *a*, with *b*? or *c*? or *d*?

Q. Will you now repeat all the prepositions?

Q. Suppose I said, "He works for me?"

Q. In what case is *me*?

Q. What case, then, follows prepositions?

A48. The objective case.

Q. This fact is of sufficient importance to constitute a rule: will you, therefore, repeat

RULE X.

Prepositions govern the objective case.

EXERCISES IN PARSING.

"John found his hat in the road."

A49. *In* is a preposition, a word used to connect words, and show the relation between them; it here shows the relation between *hat* and *road*.

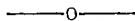
Road is a noun: it is a name—common: it is a general name—NEUTER GENDER: it is neither male nor female—THIRD PERSON: it is spoken of—SINGULAR NUMBER: it means but one

—OBJECTIVE CASE; it is the object of the relation denoted by the preposition *in*, and governed by it according to

RULE X. *Prepositions govern the objective case.**

EXERCISES IN PARSING CONTINUED.

- | | |
|--|---|
| "John ran through the house into the garden." | "I will search the house diligently for him." |
| "We have deceived him to our sorrow." | "We might learn the lesson before them." |
| "We came in season." | "According to my impression, he is in fault." |
| "You study grammar for your improvement in language." | "Notwithstanding his poverty, he was the delight of his acquaintances." |
| "From virtue to vice the progress is gradual." | "On all occasions she behaved with propriety." |
| "They travelled into France through Italy." | "Of his talents we might say much." |
| "He lives within his income." | "We may expect a calm after a storm." |
| "Without the aid of charity, he lived very comfortably by his industry." | |



XVII. OF THE CONJUNCTION.

Q. When I say, "John—his book," the sense, you perceive, is incomplete. Can you put a word into the blank which will complete the sense?

250. "John reads his book."

Q. Can you inform me what the foregoing expression is called?

251. A sentence.

Q. What, then, is a sentence?

252. A collection of words, forming a complete sense.

Q. "Life is short." This expression is called a sentence: can you tell me what kind, and why?

253. It is a simple sentence, because it makes sense, and has but one nominative and one verb.

Q. What does the term *compound* mean?

254. It means *composed of two or more things*.

Q. "Life is short, and art is long." This sentence is made up of two simple sentences: what, therefore, may it be called?

255. A compound sentence.

Q. What, then, is a compound sentence?

256. A compound sentence contains two or more simple sentences connected together.

Q. What does the term *conjunction* signify?

257. *Union or joining together*.

Q. In the compound sentence, "John writes, and William learns," the simple sentences are joined together by the word *and*: what word, then, may *and* be called?

258. A CONJUNCTION.

* The remaining words are parsed as before.

Q. The king and queen are an amiable pair." In this sentence, words and not sentences are connected by *and*. can you point out the words so connected?

259. *King and queen.*

Q. From the foregoing particulars, what appears to be the use of the conjunction?

260. A conjunction is used to connect words and sentences together.

Q. When I say, "Five and four are nine," what do I mean?

261. Five added to four make nine.

Q. What, then, is implied by *and*?

262. Addition.

Q. When I say, "I will go, if you will accompany me," what does the conjunction *if* imply?

263. Condition or supposition.

Q. What does the word *copulative* mean?

264. *Uniting, joining, or linking together.*

Q. *And, if, &c.* are called copulative conjunctions: can you tell me why?

265. Because a copulative conjunction connects or continues a sentence by expressing an addition, a supposition, a cause, &c.

Q. The following are the principal conjunctions of this class: will you repeat them?

266. "And, both, because, besides, for, if, provided, since, then, that, therefore, wherefore."

Q. When I say, "James *and* John will come," I mean both will come; but when I say, "James *or* John will come," what do I mean?

267. That either James or John, one of them, will come.

Q. Are the words in this sentence, then, joined or disjoined?

268. Disjoined.

Q. What word is it that expresses the disjoining?

269. *Or.*

Q. What part of speech is *or*?

270. Conjunction.

Q. What does the word *disjunctive* mean?

271. *Disjoining or separating.*

Q. What kind of a conjunction, then, shall we call *or*?

272. A disjunctive conjunction.

Q. "James will come, but Henry will not." Here the two clauses of the sentence are opposed to each other in meaning, and the word *but* separates these two clauses: what, then, does this word imply?

273. Opposition of meaning.

Q. From the foregoing, what appears to be the use of the disjunctive conjunction?

274. The conjunction disjunctive connects sentences, by expressing opposition of meaning in various degrees.

Q. The following are the principal conjunctions of this class: will you repeat them?

275. "But, than, though, either, or, as, unless, neither, nor, less, yet, notwithstanding."

Q. Prepositions, you recollect, connect words, as well as conjunctions; how, then, can you tell the one from the other?

276. Prepositions show the relation between words, but conjunctions express an addition, a supposition, a cause, or an opposition of meaning.

Q. "He and she write." In what case is *he*? *she*?

Q. The pronouns *he* and *she*, you perceive, are both in the same case, and connected by the conjunction *and*: when, then, may nouns and pronouns be connected?

277. When they are in the same case.

Q. "She will sing and dances." How may this sentence be corrected?

278. "She will sing and dance."

Q. In what mood and tense is, "She will sing?"

Q. To say, "She dance," is incorrect; *dance*, then, in this example, cannot be in the present tense: will you, then, inform me what "She will sing and dance" means, when fully expressed?

279. "She will sing and she will dance."

Q. Here *will dance* is in the future tense, as well as *will sing*: when, then, may verbs, in general, be connected?

280. When they are in the same mood and tense.

Q. From the foregoing particulars, what appears to be the rule for the use of conjunctions, in connecting words?

RULE XI.

Conjunctions usually connect verbs of the same mood and tense, and nouns or pronouns of the same case.

EXERCISES IN PARSING.

"*John assists his father and mother.*"

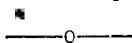
281. *And* is a CONJUNCTION, a word chiefly used to connect words and sentences—*COPULATIVE*; it connects *father* and *mother*.

Mother is a NOUN; it is a name—*COMMON*; it is a general name—*FEMININE GENDER*; it is the name of a female—*THIRD PERSON*; it is spoken of—*SINGULAR NUMBER*; it means but one—and it is one of the objects of *assists*, and is, therefore, in the *OBJECTIVE CASE*, and connected with *father* by the conjunction *and*, according to

RULE XI. *Conjunctions usually connect verbs of the same mood and tense, and nouns or pronouns of the same case.*

EXERCISES IN PARSING CONTINUED.

- | | |
|--|--|
| I will reward him and them at some future time." | "She reads well, dances (3., elegantly, and plays admirably on the piano-forte." |
| "We in vain (1.) look for a path between virtue and vice." | "Intemperance destroys the mind and benumbs the senses of man." |
| "Reproof either hardens or softens its object." | "You may read this sentence first, and then parse it." |
| "In the morning of life, we eagerly pursue pleasure, but oftentimes meet (2.) with sad disappointments." | "He has equal knowledge, but inferior judgment." |
| "A good scholar never mutters nor disobeys his instructor." | "John rises early in the morning, and pursues his studies." |



XVIII. OF INTERJECTIONS.

Q. When I exclaim, "Oh! I have ruined my friend," "Alas! I fear for life," which words here appear to be thrown in between the sentences, to express passion or feeling?

282. *Oh! Alas!*

Q. What does *interjection* mean?

283. *Thrown between.*

Q. What name, then, shall we give such words as *oh! alas!* &c.?

284. INTERJECTIONS.

Q. What, then, are interjections?

285. Interjections are words thrown in between the parts of sentences, to express the passions or sudden feelings of the speaker.

LIST OF INTERJECTIONS.

1. *Of earnestness or grief*; as, "O! oh! alas! ah!"
2. *Of wonder*; as, "Really! strange!"
3. *Of calling*; as, "Halloo! ho! hem!"
4. *Of attention*; as, "Behold! lo! hark!"
5. *Of disgust*; as, "Foh! fy! fudge! away!"
6. *Of silence*; as, "Hush! hush!"
7. *Of contempt*; as, "Pish! tush!"
8. *Of saluting*; as, "Welcome! hail!"

Q. Will you examine the foregoing list, and then name an interjection of grief? One of wonder? One of calling? One of attention? One of disgust? One of silence? One of saluting?

Q. How may an interjection generally be known?

286. By its taking an exclamation point after it.

EXERCISES IN PARSING.


"*Oh! I have alienated my friend.*"

(1.) *In vain* means the same as *vainly*. It may, therefore, be called an adverbial phrase, qualifying *look*, by Rule IX.

(2.) *Meet* agrees with *we* understood, and is, therefore, connected with *pursue* by the conjunction *but*, according to Rule XI.

(3.) *Dances* and *plays* both agree with *she*, understood, and are, therefore, connected, the former with *reads*, and the latter with *dances*, by Rule XI.

297. *Oh* is an INTERJECTION, a word used to express passion or feeling.

 The remaining words are parsed as before.

EXERCISES IN PARSING CONTINUED.

- “ Oh! I must go and see (1.) my dear father before (2.) he dies.” “ Strange! I did not know you.”
 “ We eagerly pursue pleasure, but, alas! we often mistake the road to its (3.) enjoyment.” “ Hush! our instructor is at the door.”
 “ Fy! how angry he is!”

(1.) The sense is, “I must go, and I must see;” the verb *see*, then, agrees with *I*, understood, and is, therefore, connected with *must go*, according to Rule XI.

(2.) *Before*, an adverb.

(3.) Apply, first, Rule V.; then, Rule I.

RECAPITULATION.

—o—

CRITICAL REMARKS.

COMPOSITION.

XIX. ENGLISH GRAMMAR.

288. ENGLISH GRAMMAR teaches us to speak and write the English language correctly.

289. GRAMMAR is divided into four parts, namely,

- | | | |
|------|-----------------|-------------|
| 290. | 1. ORTHOGRAPHY, | 3. SYNTAX, |
| | 2. ETYMOLOGY, | 4. PROSODY. |

—o—

XX. OF ORTHOGRAPHY

291. ORTHOGRAPHY includes a knowledge of the nature and power of letters, and teaches how to spell words correctly. This part of grammar is usually learned from spelling-books and dictionaries.

292. *Orthography* means *word-making* or *spelling*.

—p—

XXI. OF ETYMOLOGY.

293. ETYMOLOGY teaches how to form, from all the words in the English language, several grand divisions or sorts, commonly called Parts of Speech.

294. It includes a knowledge of the meaning and use of words—also their different changes and derivations.

295. *Etymology* signifies the *origin* or *pedigree* of words.

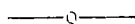
—o—

XXII. OF SYNTAX.

296. SYNTAX teaches how to arrange or form words into sentences correctly.

297. It includes a knowledge of the rules of composition, formed from the practice of the best writers and speakers.

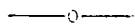
298. *Syntax* signifies *arranging or placing together*: or, as used in grammar, *sentence-making*.



XXIII. ETYMOLOGY AND SYNTAX COMBINED.

299. The words of the English language are usually divided into nine sorts, commonly called Parts of Speech, namely

NOUN.	PRONOUN.	PREPOSITION.
ARTICLE.	VERB.	CONJUNCTION.
ADJECTIVE.	ADVERB.	INTERJECTION.



XXIV. OF NOUNS

300. A noun is the name of any person, place or thing: as, *man*, *Richmond*, *knife*.

301. Nouns are of two kinds, proper and common.

Common nouns are general names: that is, they are names common to all individuals of the same kind or sort; as, *horse*, *city*, *river*.

302. Proper nouns are particular names: that is, they are the names of particular individuals of the same kind or sort; as, *George*, *Singapore*, *English*, &c.

303. When proper names have an article placed before them, they are used as common names; as, "He is the *Claro* of his age."

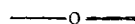
304. When a proper noun admits of a plural, it becomes a common noun; as, "The twelve *apostles*," or, "The *men* of old." This is obvious from the fact, that a proper name is, in its nature, a signifier of one object only, and, therefore, essentially singular. Accordingly, the nouns *Spain*, *India*, *England*, &c. are common nouns, as well as their plurals, *Spains*, *Indias*, *Englands*, &c.

305. Common nouns may also be used to signify individuals, by the addition of articles or pronouns; as, "The *boy* is studious," "That *city* is discreet."

306. When a noun signifies many, it is called a noun of multitude, or a collective noun; as, "The *people*," "The *army*."

307. *Abstract* signifies *without form*: hence an abstract noun is the name of a quality abstracted from its substance; as, *truth*, *justice*, *goodness*, &c.

308. To nouns belong person, gender, number and case.



XXV. PERSON.

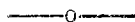
309. When any person, in speaking, introduces his own

**Spain* is the proper name of a country, and *Spaniards* has, by some grammarians, been called the proper name of a people; but the latter is a generic term, characterizing any one of a great number of persons, in their connexion with Spain.—*Encyclopædia*.

name, it is the first person; as, "I, James, of the city of Shreveport, do give," &c.

310. The name of the person spoken to, is the second person; as, "James, come to me."

311. The name of the person or thing spoken of, or about, is the third person; as, "James has come."



XXVI. GENDER.

312. Gender is the distinction of sex.

313. Nouns have four genders—the masculine, the feminine, the common, and the neuter.

314. The masculine gender denotes the names of males; as *man, boy, &c.*

315. The feminine gender denotes the names of females; as, *woman, girl.*

316. The common gender denotes the names of such animals as may be either male or female; as, *parent, bird.*

317. The neuter gender denotes the names of objects which are neither males nor females; as, *chair, table.*

318. Some nouns, naturally neuter, do, by a figure of speech, as it is called, become masculine or feminine; as when we say of the sun, "*He* is setting," and of a ship, "*She* sails well," &c.

319. The English language has three methods of distinguishing sex, viz :

319-1. By different words; as,

<i>Male.</i>	<i>Female.</i>	<i>Male.</i>	<i>Female.</i>
Bachelor,	Maid.	Husband,	Wife.
Boar,	Boo.	King,	Queen.
Boy,	Girl.	Lad,	Lass.
Brother,	Sister.	Lord,	Lady.
Buck,	Doe.	Man,	Woman.
Bull,	Cow.	Master,	Mistress.
Bullock <i>or</i>)	Heifer.	Miter,	Snawner.
Steer,)		Nephew,	Niece.
Cock,	Hen.	Ram,	Ewe.
Dog,	Bitch.		(Songstress <i>or</i>
Drake,	Duck.	Singer,) Singer.
Earl,	Countess.	Sir,	Madam.
Father,	Mother.	Sloven,	Idiot.
Friar,	Nun.	Son,	Daughter.
Gander,	Goose.	Stag,	Hind.
Hart,	Roe.	Uncle,	Aunt.
Horse,	Mare.	Wizard,	Witch.

319-2. By a difference of termination ; as,

<i>Male.</i>	<i>Female.</i>	<i>Male.</i>	<i>Female.</i>
Abbott,	Abbess.	Enchanter,	Enchantress.
Actor,	Actress.	Executor,	Executrix.
Administrator,	Administratrix.	God,	Goddess.
Adulterer,	Adulteress.	Governor,	Governess.
Ambassador,	Ambassadress.	Heir,	Heiress.
Arbiter,	Arbitress.	Hero,	Heroine.
Baron,	Baroness.	Hunter,	Huntress.
Bridegroom,	Bride.	Host,	Hostess.
Benefactor,	Benefactress.	Instructor,	Instructress.
Caterer,	Catress.	Jew,	Jewess.
Chanter,	Chantress.	Landgrave,	Landgravine.
Conductor,	Conductress.	Lion,	Lioness.
Count,	Countess.	Marquis,	Marchioness.
Czar,	Czarina.	Mayor,	Mayoress.
Deacon,	Deaconess.	Patron,	Patroness.
Duke,	Duchess.	Peer,	Peersess.
Elector.	Electress.	Poet,	Poetess.
Emperor	Empress.	Priest,	Priestess.
Prince,	Princess.	Sultan,	Sultanness.
Prior,	Prioress.		Sultana.
Prophet,	Prophetess.	Tiger,	Tigress.
Protector,	Protectress.	Traitor,	Traitress.
Proprietor,	Proprietress.	Tutor,	Tutress or Tutrix
Shepherd,	Shepherdess.	Viscount,	Viscountess.
Songster,	Songstress.	Votary,	Votaress.
Sorcerer,	Sorceress.	Widower,	Widow.

319-3. By prefixing a noun, pronoun, or adjective ; as,

A cock-sparrow,	A hen-sparrow,
A man-servant,	A maid-servant.
A he-goat,	A she-goat.
A he-bear,	A she-bear.
A male child,	A female child.
Male descendants,	Female descendants.

—o—

XXVII. NUMBER.

320. Number shows how many are meant, whether one or more.

321. Nouns have two numbers, the singular and the plural.

322. The singular number expresses but one ; as, *boy*.

323. The plural number implies more than one ; as, *boys*.

324. Some nouns are used in the singular number only ; as, *wheat, gold, sloth, pride, dutifulness*.

325. Other nouns are used in the plural number only ; as, *bellows, scissors, lungs, riches, &c.*

326. Some nouns are the same in both numbers ; as, *deer, sheep, swine*.

327. The plural number of nouns is regularly formed by adding *s* to the singular ; as, *sing. dove, plur. doves*.

328. The irregular mode of forming the plural is as follows: when the noun singular ends in *s*, *ch*, *ph*, *th*, or *x*, we add *es* to form the plural; as, *lass*, *lasses*; *church*, *churches*; *batch*, *batches*; *axis*, *axes*.

329. Nouns ending in *f* or *fe*, change these terminations into *ves* to form the plural; as, *leaf*, *leaves*; *wife*, *wives*.

330. When a noun singular ends in *y*, with a vowel before it, the plural is formed regularly; as, *bay*, *bays*; *joy*, *joys*; *day*, *days*; *valley*, *valleys*. But if the *y* does not have a vowel before it, the plural is formed by changing *y* into *ies*; as, *jay*, *jays*; *beauty*, *beauties*.

331. The following nouns form their plurals not according to any general rules:—

<i>Sing.</i>	<i>Plur.</i>	<i>Sing.</i>	<i>Plur.</i>	<i>Sing.</i>	<i>Plur.</i>
Man,	Men.	House,	Mice.	Fish,	Fishes. (2.)
Woman,	Women.	Louse,	Loes.	Cypher,	Cyphers.
Child,	Children.	Cow,	Cows or Cowsen.	Spout,	Spouts.
Ox,	Oxen.	(Xen.)	(Xen.)	Uncle-in-law,	Uncles-in-law.
Tooth,	Teeth.	Penny,	Pence. (1.)	Court-martial,	Courts-martial.
Foot,	Feet.	(Die,	(Dice, (2.)		
Goose,	Geese.	Tea,	Teas. (2.)	Brother,	Brothers or Brethren.

332. *Mathematics, pneumatics, optics, ethics, politics, &c.* are reckoned either as singular or plural nouns. The same is equally true of *measures, arms, friends, languages, conditions, materials, litera, &c.* are always plural, and is now considered the singular of *literature*. The noun *news* is always singular. Many nouns form their plurals according to the laws of the language from which they are derived. The following are of this class.

<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
Antithesis,	Antitheses.	Genii,	Genii. (2.)
Appendix,	Appendixes or Appendixes.	Genera,	Genera.
Apex,	Apices.	Hypothesis,	Hypotheses.
Arcanum,	Arcana.	Igneous,	Igneous.
Automaton,	Automata.	Indices,	Indices or Indexes. (2.)
Axis,	Axes.	Lamina,	Laminae.
Bean,	Beans or Beans.	Magus,	Magi.
Basis,	Bases.	Memorandum,	Memoranda or Memorandums.
Calc,	Calces.	Metamorphosis,	Metamorphoses.
Cherub,	Cherubim or Cherubs.	Parenthesis,	Parentheses.
Crisis,	Crises.	Phenomenon,	Phenomena.
Criterion,	Criteria.	Radius,	Radius or Radiuses.
Datum,	Data.	Stamen,	Stamina.
Pleresis,	Plereses.	Seraph,	Seraphim or Seraphs.
Desiderium,	Desiderata.	Stimulus,	Stimuli.
Effluvium,	Effluvia.	Stratum,	Strata.
Ellipsis,	Ellipses.	Thesis,	Theses.
Euphysis,	Euphyses.	Vertex,	Vertices.
Encomium,	Encomia or Encomiums.	Vortex,	Vortices or Vortexes.
Erratum,	Errata.		

XXVIII. CASE.

333. Case means the different state, condition, or relation which nouns have to other words in the same sentence.

(1.) *Pennies* when the coin is meant. (2.) *Dice* for coining. (3.) *Feet* and *fms.* meaning quantities; but *paces* and *paces* when number is meant.

(4.) *Grass* when denoting aerial or imaginary systems of roots, when denoting persons of genius. (5.) *Teas* when denoting pounds or talents of contents; *teases*, when referring to algebraic quantities.

334. In English, nouns have three cases—the nominative, the possessive, and the objective.

335. The nominative case is usually the agent or doer, and always the subject of the verb.

336. The subject is the thing chiefly spoken of; as, "John assists William;" here, *John* is the subject spoken of, or the nominative case to the verb *assists*.

337. The possessive case denotes possession, ownership, property, &c.; as, "William's book." This case may be distinguished from the other cases by the apostrophe or the letter *s*.

338. A noun in the singular forms its possessive case by taking the apostrophe and the letter *s* after it; as, "John's hat."

339. Plural nouns usually form their possessive case simply by taking the apostrophe; as, "On eagles' wings."

340. When the plural of nouns does not end in *s*, they form their possessive case by taking both the apostrophe and the letter *s*; as "Men's houses."

341. When the singular ends in *s*, the apostrophe only is added; as, "For goodness' sake?" except the noun *witness*; as, "The witness's deposition."

342. Nouns ending in *ne* form the possessive by adding the apostrophe only; as, "For conscience's sake?" because an additional *s* would occasion too much of the hissing sound, or increase the difficulty of pronunciation.

343. The objective case denotes the object of an action or relation.

344. In the sentence, "John strikes him," *him* is the object of the action denoted by *strikes*; and in the sentence, "He went from London to York," *York* is the object of the relation denoted by the preposition *to*.

345. DECLENSION OF NOUNS.

	<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
<i>Nominative case,</i>	Member,	Members.	Man,	Men.
<i>Possessive case,</i>	Member's,	Members'.	Man's,	Men's.
<i>Objective case,</i>	Member,	Members.	Man,	Men.

RULE I.

The possessive case is governed by the following noun.

EXERCISES IN SYNTAX.

"John's wife returned."

345. *John's* is a PROPER NOUN, of the MASCULINE GENDER, the THIRD PERSON, SINGULAR NUMBER, POSSESSIVE CASE, and governed by *wife*, by RULE I.

Wife is a COMMON NOUN, of the FEMININE GENDER, the THIRD PERSON, SINGULAR NUMBER, and NOMINATIVE CASE to *returned*, by RULE VI.

Returned is an INTRANSITIVE VERB, in the INDICATIVE MOOD,

IMPERFECT TENSE—"1. I returned; 2. You returned; 3. He returned, *or* wife returned"—made in the THIRD PERSON, SINGULAR, and agrees with *of*, Rule VII.

MORE EXERCISES IN SYNTAX.

- | | |
|-------------------------------------|---|
| "William's son has come." | "William's wife's sister remained in town." |
| "John's brother died." | "Rufus studied Johnson's Dictionary." |
| "John makes (1.) boys' hats." | "John's (1.) uncle is old." |
| "John lost his knife." | "Young (1.) and is sure." (2.) |
| "The boys neglected their lessons." | "Rufus's hat is new." |
| "Intemperance ruins its victims." | |

SENTENCES TO BE PARSED AND CORRECTED.

"*Brothers estate.*"

347. If you examine the foregoing example, you will find it difficult to ascertain whether the estate is the property of one brother or more; if of one only, an apostrophe should precede the *s*, thus: "Brother's estate;" but if it belongs to more than one, an apostrophe should follow the *s*, thus: "Brothers' estate." Mistakes of this sort often occur; hence you perceive the necessity of care in writing, of attending to the subject of grammar.

"*Mans' happiness.*"

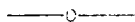
348. Incorrect, because *mans* is in the possessive case, singular number, and, therefore, the apostrophe should be placed before the *s*, according to the observations above, and Art. 323.

SENTENCES TO BE PARSED AND CORRECTED. CONTINUED.

- | | |
|-----------------------------------|------------------------------------|
| "John's son departed." | "I discovered Maria's fault." |
| "Susan's sister will learn." | "Susan made her Harriet's bonnet." |
| "Charles' task is too difficult." | "Johnson had's many shoes." |
| "I have read Will's poem." | |

EXERCISES TO BE WRITTEN.

349. Will you write down two sentences, each containing a proper noun, as for example, "William learns grammar"? One, containing a common noun? One, containing a noun of the third person singular? One, of the third person plural, and in the non-native case? One, having a noun of the second person singular and of the feminine gender? One, having a noun the name of some article of food? One, having a noun the name of some quality? One, having a noun of multitude? One, having your own name associated with *beetles*, as, "John Grice's beetles"?



XXIX. OF ARTICLES.

350. ARTICLES are words put before nouns, to point them out, or to limit their meaning.

351. There are two articles, *a* or *an*, and *the*.

352. *A* or *an* is called the indefinite article.

-
- (1.) Active-transitive verb. (2.) Adjective, and belongs to *number*, by Rule IV.
 * Either on a slate or in a small manuscript book kept for the purpose.

SENTENCES TO BE PARSED AND CORRECTED

"*He had a ulcer.*"

331. Incorrect, because we use *an* before a vowel, except *u* long: *a* should, therefore, be *an*; thus, "*an ulcer.*"

SENTENCES TO BE PARSED AND CORRECTED, CONTINUED

"A enemy approaches."	"Three barley-corns make a bush."
"James procured a inkstand."	"John's make a canoe."
"He conferred a honor."	"They formed an union."
"An unit figure occupies the lowest place in whole numbers."	"He quoted an hard saying."
	"Thomas has lost an horse."

SENTENCES TO BE WRITTEN.

3. Will you write down two sentences, using in one the definite, and in the other the indefinite article? One, containing *a* correctly used before *u* long? One, having a definite article correctly used before the consonant? 7

Will you write two nouns, the names of different things in the school-room? Two, the names of different cities? One sentence, having a proper noun used as a common noun?

—o—

XXX. OF ADJECTIVES.

333. An Adjective is a word joined to a noun, to describe or define it: as, "*An obedient son.*"

334. In English, an adjective is varied only to express the degrees of comparison. There are three degrees of comparison—the positive, the comparative, and the superlative.

335. The positive degree simply describes an object: as, "*John is good.*"

336. The comparative degree increases or lessens the positive in meaning: as, "*William is better than John.*" It implies a comparison between two.

337. The superlative degree increases or lessens the positive to the highest or lowest degree: as, "*Thomas is the best:*" "*Walter is the worst.*"

338. It implies a comparison between three or more.

339. The *s* is a word, or positive, if a noun syllable, (1.) becomes the comparative by adding *er*, and the superlative of forming *est* or *er* to the end of it: as, *good, better, best; great, greater, greatest.*

340. In words of more than one syllable, the comparison is usually made by putting the adverb *more* and *most* before the positive: as, *beautiful, more beautiful, most beautiful.*

341. The comparison is sometimes formed by the adverbs *so* and *than*: as, *so good, so beautiful.*

342. Dissyllables ending in *er*, as, *dear, long*, and in *ly* after a mute; as, *wise, slow*, or accent on the last syllable, as, *free, friendly* add

er	A word of one syllable.	er	A word of two syllables.
est	er, est, er, and er, and er, and er, and er, and er.	est	er, est, er, and er, and er, and er, and er.

of *of* and *ed* (as, *John is taller than I*), all of the. Words of more than two syllables hardly ever admit of these terminations.

670. In some words, the superlative is formed by adding the adverb *most* to the end of the adjective. *The most intelligent*, &c.

671. Some adjectives, having in themselves a superlative signification, do not admit of comparatives (as, *eternal, eternal, eternal, eternal, eternal, eternal, eternal, eternal, eternal, eternal*).

672. By adding *er* to adjectives, we have a slight degree of comparison below the positive (as, *thinner, smaller, wetter, &c.*).

673. *Very* expresses a degree of quality, but not the highest: as, "good," "very good."

674. Words used in counting and numbering are called *numeral adjectives*; as, *one, two, three, four, &c.* These adjectives are not compared.

675. An adjective, at will, or a noun, with the definite article before it, becomes a noun in its own meaning, and may be considered as such in raising: as, "Providence rewards the good, and punishes the bad."

RULE IV.

Adjectives belong to the nouns which they describe.

EXERCISES IN SYNTAX.

"*John is sincere.*"

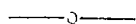
676. *John* is a PROPER NOUN, of the THIRD PERSON, SINGULAR NUMBER, MASCULINE GENDER, and in the NOMINATIVE CASE, to *is*, by Rule VI.

Is is a NEUTER VERB, in the INDICATIVE MOOD, PRESENT TENSE—"1. I am: 2. You are: 3. He or John is,"—made in the THIRD PERSON SINGULAR, and agrees with *John*, according to Rule VII.

Sincere is an ADJECTIVE,—"*sincere, more sincere, most sincere*,"—made in the POSITIVE DEGREE, and belongs to *John*, by Rule IV.

EXERCISES IN SYNTAX CONTINUED.

- | | |
|------------------------------------|---|
| "You are studious." | "One man has come." |
| "John is more studious." | "Two men have departed." |
| "William is most studious." | "Twenty men will sail." |
| "Mary is intelligent." | "James said his name on the first page." |
| "James is active." | "Here comes a great man." |
| "Thomas is less active." | "There comes a greater man." |
| "Charles is happy." | "He comes the greatest man." |
| "Mary is tall. Susan is taller." | "The first fleet contained five hundred men." |
| "No composition is perfect." | |
| "Religion makes his votary happy." | |



XXXI.

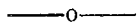
677. Double comparatives and superlatives, since they

add nothing to the sense, should be avoided; as, *worser more wiser*, &c; also, *lesser, supremest, most infinite*, &c.

SENTENCES TO BE WRITTEN.

Q. Will you write down two sentences, each containing a different adjective in the positive degree? Two, with adjectives in the comparative degree? Two with adjectives in the superlative degree?

Q. Will you supply such adjectives in the following sentences as will make sense? "A ——— boy studies his lesson." "A ——— boy deserves punishment." "A man helps the ——— man." "Merchants own ——— ships." "The instructor loves ——— scholars." "William is a ——— scholar, Rufus is a ——— one, but Thomas is the ——— one that I ever saw."



XXXII. OF PRONOUNS.

381. A PRONOUN is a word used instead of a noun, to avoid a disagreeable repetition of the noun.

382. A PERSONAL PRONOUN is so called, because it invariably represents the same person. There are five personal pronouns—I, THOU OR YOU, HE, SHE, IT. They have person, number and case, like nouns; and those of the third person have gender also.

383. *I* is the first person, *thou* the second, *he, she*, or *it*, the third. *He* is masculine, *she* is feminine, and *it* is neuter.

384. Pronouns, like nouns, have three cases—the nominative, the possessive, and the objective; and two numbers—the singular and plural.

385. *Mine* and *thine*, instead of *my* and *thy*, were formerly used in the solemn style, before nouns and adjectives beginning with a vowel or silent *h*; as, "Plot out all mine iniquities."



XXXIII. COMPOUND PERSONAL PRONOUNS.

386. Compound personal pronouns are formed by adding the word *self*, in the plural *selves*, to the simple pronouns; as, *himself, themselves*, &c.

PERSON.	CASE.	SINGULAR.	PLURAL.
<i>First.</i>	<i>Nom.</i>	Myself,	Ourselves.
	<i>Poss.</i>	Wanting.	—————
	<i>Obj.</i>	Myself,	Ourselves.
<i>Second.</i>	<i>Nom.</i>	Thyself, or Yourself, {	Yourselves.
	<i>Poss.</i>	—————	—————
	<i>Obj.</i>	Thyself, or Yourself, }	Yourselves.

<i>They</i>	<i>Them</i>	<i>Himself</i>	<i>Themselves</i>
<i>Ask</i>	<i>Myself</i>	<i>Themselves</i>	
<i>My</i>	<i>Hisself</i>	<i>Themselves</i>	
<i>Ask</i>	<i>Herself</i>	<i>Themselves</i>	
<i>My</i>	<i>Itself</i>	<i>Themselves</i>	
<i>Ask</i>	<i>Itself</i>	<i>Themselves</i>	
<i>My</i>	<i>Itself</i>	<i>Themselves</i>	
<i>Ask</i>	<i>Itself</i>	<i>Themselves</i>	

RULE V

Pronouns must agree with the nouns for which they stand in gender, number, and person.

EXERCISES IN SYNTAX.

"John found his knife."

387. *John* is a PROPER NOUN, of the MASCULINE GENDER, the THIRD PERSON, SINGULAR NUMBER, and NOMINATIVE CASE to *found*, by RULE VI.

Found is an ACTIVE-TRANSITIVE VERB, in the INDICATIVE MOOD, IMPERFECT TENSE—"1. I found: 2. You found: 3. He or John found"—made in the THIRD PERSON SINGULAR, and agrees with *John*, by RULE VII.

His is a PERSONAL PRONOUN, of the THIRD PERSON SINGULAR, MASCULINE GENDER, and agrees with *John*, according to RULE V: in the POSSESSIVE CASE, and governed by *knife*, by RULE I.

Knife is a COMMON NOUN, of the THIRD PERSON SINGULAR, NEUTER GENDER, the OBJECTIVE CASE, and governed by *found*, according to RULE VIII.

EXERCISES IN SYNTAX CONTINUED

1.

"James obtained his request."
"I will assist you."
"He will receive his reward."
"She infused him."
"Sin ruins its votaries."

"Ye despise reproot."
"They mend their ways."
"Mary tore her handkerchief."
"Virtue has its reward."
"She deceived them."

2.

"An indulgent mother will reprove her son when (1.) he deserves it."
"A dutiful son gladdens the hearts of his parents."

"John is in distress, and I will assist him."
"I found Mary and her mother in trouble, and (2.) comforted (3.) them."

EXERCISES TO BE WRITTEN.

Q. Will you compose two sentences, each having a different personal pronoun of the first person? One, having a pronoun of the first person plural?

(1.) Adverb.

(2.) Conjunction.

(3.) Apply Rule XI

Q. WILL you fill up the following sentences with suitable pronouns so as to make sense? — "Let my ink-bottle rest here again." "The East India Company ———, for ——— will not ——— the passengers." "The travellers' ——— way, and the boys collected ——— to ——— it.".

Q. WILL you fill up the following sentences with suitable words to make sense? "Thinking of my ———, I said, 'What a fine ——— of this ———.' The lamb is ——— kind." "She is a poor ——— creature." "The ——— of the ——— will ———." "——— is ———."

KINDS OF ADJECTIVE PRONOUNS

201. In the sentence, "This book and a very good one are not such useful books as you might think," the *former* and *latter* indicate that the word *book* is the subject of the sentence, and *former* and *latter* are called *relative pronouns*.

When I say, "This book is such a good one as you are looking for," the words *this* and *one* are joined to nouns that precede them, and they are called *relative pronouns*.

202. Adjective pronouns, then, are words that resemble both pronouns and adjectives. They are pronouns or substantives called *pronominal adjectives*, or *specifying adjectives*.

203. The adjective pronouns may be divided into three sorts — the distributive, the demonstrative, and the indefinite.

204. The distributive are those that relate to persons or things taken separately and singly.

THE DISTRIBUTIVE ADJECTIVE PRONOUNS.

Each, every, neither, and sometimes whether.

205. Each relates to two or more persons or things taken separately, as, "Each of the boys is a scholar."

206. Every relates to several persons or things, and signifies each one of them taken separately, as, "Every one of the boys is a scholar."

207. Neither relates to two persons or things taken separately, and signifies the one or the other, as, "Neither of the boys is a scholar."

208. Whether relates to two persons or things taken separately, and signifies the one or the other, as, "Whether of the boys was there."

209. The demonstrative (2.) pronouns are those which precisely point out the things to which they relate.

THE DEMONSTRATIVE PRONOUNS.

THIS.	THAT.
THAT.	THOSE.
FORMER,	FORMER.
LATER,	LATER.

10 So called from the Latin, *quod* and *quodammodo*.

11 So called from the Latin, *quodammodo* and *quodammodo*.

400. *This* and *these* refer to the nearest person or things;—*that* and *those* to the most distant; as, “*These* gloves are superior to *those*.” “Both wealth and poverty are temptations; *that* tends to excite pride, *this* discontent.”

401. The INDEFINITE are those that refer to things in an indefinite or general manner.

INDEFINITE PRONOUNS.

402. SOME, OTHER, ANY, ONE, ALL, SUCH, NONE. Of these pronouns, *one* and *other* are declined like nouns. *Another* is declined in the singular, but it wants the plural.

		<i>Sing.</i>	<i>Plu.</i>
403.	<i>Nom.</i>	Other,	Others.
	<i>Poss.</i>	Other's,	Others'.
	<i>Obj.</i>	Other,	Others.
		<i>Sing.</i>	<i>Plu.</i>
404.	<i>Nom.</i>	One,	Ones.
	<i>Poss.</i>	One's,	Ones'.
	<i>Obj.</i>	One,	Ones.

We say, “This book,” but, “These books;” also, “One man,” “Twenty men;” hence,

405. NOTE I. Adjective pronouns and numerals must agree in number with the nouns to which they belong.

EXERCISES IN SYNTAX.

“*These two books belong to me.*”

406. *These* is an ADJECTIVE PRONOUN of the DEMONSTRATIVE kind, in the PLURAL NUMBER, and belongs to *books*, according to NOTE I.

Two is a NUMERAL ADJECTIVE, and belongs to *books*, by NOTE I.

Books, belong, &c. are parsed as before.

EXERCISES IN PARSING CONTINUED.

“Every man performs his part in creation.”	“These men might remain with us.”
“Each man arrived at his station.”	“Those men make many pretences to religion.”
“Either party can repair the injury.”	“All rational beings desire happiness.”
“Some persons cannot acquire wealth.”	“By application almost any boy may acquire an honorable rank in his class.”
“Many people obtain riches with apparently little exertion.”	“Good and virtuous men will, sooner (1.) or later (1.), attain to happiness.”
“One boy labors for his improvement.”	
“This man neglects his affairs.”	

“*The old bird feeds her young ones.*”

407. *Ones* is an INDEFINITE PRONOUN, representing *birds*; in the COMMON GENDER, THIRD PERSON PLURAL, in the OBJECTIVE CASE, and governed by *feeds*, agreeably to RULE VIII.

EXERCISES IN SYNTAX CONTINUED.

"One boy influences many others." others spend their time in idleness;
 "None act their part too well." the former will receive praise, the
 "Some scholars study diligently; latter censure."

We cannot say, "Them run," but, "They run:" hence,

NOTE II. When a noun or pronoun is the subject of the verb, it should be in the nominative case.

It is very common for persons in conversation to say, "Them books," "Them knives," &c. instead of "Those books," "Those knives," &c. The incorrectness here alluded to consists in substituting a personal in the place of an adjective pronoun: hence,

NOTE III. The pronoun *Them* should not be used in the place of *these* or *those*.

SENTENCES TO BE WRITTEN.

Q. Will you compose two sentences, each having a different adjective pronoun? One, having a demonstrative pronoun? One, having an indefinite pronoun used as a noun?

Q. Will you fill up with pronouns suitable to make sense the following phrases? "When Harriet found — book, — tore —, and then flung — away."
 "— man likes — farm, — merchandize."

Q. Will you compose a proper example under Rule I.? One under Rule II.? Rule III.? Rule IV.? Rule V.? Rule VI.?

—o—

XXXV OF RELATIVE PRONOUNS.

408. In the sentence, "That man is happy, who lives virtuously," the word *who* is a pronoun, because it stands for a noun (the noun *man*), and it is a relative, because it relates or refers to this noun in the same sentence: hence,

409. A relative pronoun is a word that usually stands for some noun before it in the same sentence.

410. There are three relative pronouns, viz.

411. *Who*, *which*, and *that*.

412. *Who* is used in speaking of persons; as, "The man *who* came."

413. *Which* is used in speaking of animals or things; as, "The bird *which* sings," "The tree *which* I planted."

414. *Which*, however, is used in speaking of persons, when we wish to distinguish one of two individuals, or a particular person among many others; as, "Which of the two is he?" "Which of them has gone?"

415. *That*, as a relative, is often used, in speaking either of persons or things, in the place of *who* or *which*; as,

"The boy that reads," or, "The boy who reads;" "The bird that flew," or, "The bird which flew;" "The bench that was made," or, "The bench which was made."

That is used in preference to *who* or *which*, in the following cases:—

1. In speaking both of persons and things; as, "The man and the beast that I saw, perished."

1. In speaking of children; as, "The child that I met."
2. After the adverb *same*; as, "He is the same man that we saw yesterday."
3. After the superlative degree; as, "He is the wisest man that the world ever produced."
4. After the relative *who*; as, "Who that reflects."

21.—1. *That*, as a relative, cannot take the preposition *in* immediately before it; as, "He is the same man with that you are acquainted." For *in that* is a particular case. It is a merit, too, however, that, when the arrangement is in this style, the word *that* gets its preposition; as, "He is the same man *in* that you were acquainted with."

21.—1. We can say, "The man *who*," or "The men *who*," using the relative *who* after the gathering of the number more than one; *who*, then, is of both number and of this gender.

	<i>English</i>	<i>Latin</i>
<i>Who</i>	Who,	Who.
<i>Whose</i>	Whose,	Whose.
<i>Whom</i>	Whom,	Whom.

217. *Which* and *the* are of both numbers, but they are not declined, except that *which* is sometimes used as the possessive case of *which*; as, "Is there any other doctrine *whose* followers are perished?"

218. *Where*, used in the manner last described, is made to represent three words; as, "Philosophy *whose* end," "for the end of *which*."

219. *And what* signifies *going before*.

220. The noun or pronoun which goes before the relative, and to which the relative refers, is therefore called the antecedent of the relative; as, "John, *who* has gone." Here, John is the antecedent of *who*.

221. When you are told that *who*, *which*, and *that* are relatives, you should not get the impression that the last two are always relatives; for *that* is a relative only when it is used in the sense of *who* or *which*; that is, when *who* or *which* may be used in its place, without destroying the sense; as, "Here is the knife *that* I found," which can be altered to "Here is the knife *which* I found," without injury to the sense.

222. *That*, when it points out or specifies some particular person or thing, is not then an adjective pronoun. When not used as a relative, nor as an adjective pronoun, it is reckoned a conjunction; as, "He studies *that* he may learn."

223. Hence it appears that the word *that* may be used sometimes as a relative pronoun, sometimes as an adjective pronoun, and sometimes as a conjunction.

224. Since relative pronouns stand for nouns, as well as personal pronouns, they should therefore agree with nouns in the same particulars and by the same rule. Rule V. will therefore apply to both.

EXERCISES IN SYNTAX.

"*That man is happy who lives virtuously.*"

225. *That* is a DEMONSTRATIVE PRONOUN, of the SINGULAR NUMBER, and belongs to *man*, by NOTE I.

WHO is a RELATIVE PRONOUN, of the MASCULINE GENDER, THIRD PERSON SINGULAR, and agrees with *man*, by RULE V. It is in the NOMINATIVE CASE to *lives*, according to RULE VI.

430. *Who, which, and what* have sometimes the words *ever* or *soever* annexed (1.) to them: and each combination of this sort is called a compound relative; as, *whoever, whosoever, whichever, whosoever*, &c. They are not often used.

431. *Who, which, and what* are called interrogatives, or relatives of the interrogative kind, when they are used in asking questions; as, "Who is he?" "Which is the book?" "What are you doing?" These relatives, you perceive, have no antecedents, but relate to some word or phrase contained in the answer, which is called a *subsequent*, because it follows after the relative; as, "Whom did you see?" *Ans.* "John." Here *John* is the *subsequent* to which *whom* refers.

432. Hence it follows, that *antecedent* and *subsequent* are opposed to each other in meaning; the former signifying *going before*, the latter *following after*.

433. *Whether* was formerly made use of to express interrogation; as, "Whether of these shall I choose?" but it is now seldom used, the interrogative *which* supplying its place.

434. *Which, what, and, as* we have already seen, *that*, when joined to nouns, are adjective pronouns; as, "unto which promise our twelve tribes."

435. When *what* and *which* are joined to nouns in asking questions, they are called interrogative adjective pronouns; as, "Which horse did he take?"

436. In some instances, we find *what* used in the sense of an interjection; as, "What! take my money, and then my life?"

EXERCISES IN SYNTAX.

"I will leave what is useless."

437. *What*, in the example above, means the same as, "that which," or, "the thing which;" we will, therefore, in parsing it, bear in mind that it has the government and agreement of two separate words. We will first parse it as standing for *thing*, and secondly for *which*.

What is a COMPOUND RELATIVE PRONOUN, and is equivalent to "that which," or, "the thing which." In representing *thing*, it may be considered a PRONOUN of the THIRD PERSON SINGULAR, NEUTER GENDER, in the OBJECTIVE CASE, and governed by *leave*, according to RULE VIII.

What, in representing *which*, may be considered a RELATIVE PRONOUN of the THIRD PERSON SINGULAR, NEUTER GENDER, and relates to *thing* for its antecedent, according to RULE V and in the NOMINATIVE CASE to *is*, by RULE VI.

Is is a NEUTER VERB, in the INDICATIVE MOOD, PRESENT TENSE—"1. I am; 2. You are; 3. He or *which* is"—made in the THIRD PERSON SINGULAR, and agrees with *which*, the relative part of the pronoun *what*, according to RULE VII.

Useless is an ADJECTIVE, in the POSITIVE DEGREE, and belongs to *what*, by RULE IV.

EXERCISES IN SYNTAX CONTINUED.

"James will do what is proper."

"You heard what I said."

"Whatever improves delights him."

"William demands what I cannot give."

"They advocate what is excellent."

XXXVII. OF THE VERB.

438. A VERB is a word that expresses ACTION OR BEING. Verbs are of three kinds—ACTIVE, PASSIVE, and NEUTER.

439. An active verb expresses action, and the actor is always the nominative case; as, "John runs." Active verbs are either transitive or intransitive.

440. An active verb is transitive, when it either has or may have an object after it, on which the action terminates; as, "John beats William."

441. An active verb is intransitive, when it neither has nor can have an object after it.

442. *Passive* means *suffering* or *receiving*.

443. When I say, "John is beaten by William," *is beaten* is a verb, because it expresses action; and it is a passive verb, because it expresses the action received by John; and if John receives the action, then he is the object of it; hence,

444. A passive verb expresses action or effect received.

445. The object is always its subject or nominative case.

446. *Active nominative*, or *actor*, "John strikes William."

447. *Passive nominative* or *object*, "William is struck by John."

448. By examining the foregoing examples, you will see that when the verb is active, its nominative is likewise active; and when the verb is passive, its nominative is likewise passive.

449. The passive voice is a convenient mode of expression on occasions when we wish to state *what* has been done, without exposing the author; thus, instead of saying, "William struck John," I can, to avoid alluding to William, say, "John was struck."

450. A neuter verb is one that is neither active nor passive, expressing simply either being or existence in a certain state, as, "He *sits*," "He *is* at home."

—o—

XXXVIII. MOOD, OR MODE.

451. MOOD, or MODE, is the manner of representing action or being.

452. The INDICATIVE MOOD is used simply for indicating or declaring a thing, or asking a question; as, "I walk;" "Do I walk?"

453. The POTENTIAL MOOD is used for expressing possibility, liberty, power, will, or obligation, either with or without asking a question; as, "I may go;" "May I go?" "He must read," &c.

also form a supply by placing a conjunction, implying *and*, before *it*, as: "I will," the indicative mood, becomes subjunctive *if* preceding *it*; thus, "If I will."

40. In the manner, a verb in the personal may be changed to the subjunctive, e.g., as, "I read," is the personal; "I read," the subjunctive.

"O. O. of the instant. When I say, 'Look down your back,' I command you to do nothing and observe your place as I said. And by way of that O. O. in the class, even in the in creative mood.

[illegible]

1. "I don't know," "I don't know."
2. "I don't know," "I don't know."
3. "I don't know," "I don't know."
4. "I don't know," "I don't know."

479. The imperative mood, "be," is used in commanding, entreating, exhorting, or persuading.

100. The last ending of this piece is identical to the second ending, is "John
came to me" and is in another woodwind and piano arrangement, which was
a dress rehearsal of sorts, over the first. You can see the bridge. Why this piece was
performed as such is not clear.

4. We do not wish any person to have a monopoly on any rights to do any of the things that we have determined to be in the public interest. The Government is not to be a monopoly.

[illegible]

47. A note in the "Quarterly Review" of 1851, is to the present time, on the subject of the "Quarterly Review".

[illegible]

1. The second, then, is properly formulated in the following way:

149. The infinitive mood is used to express an action not limited either by person or number.

[illegible]

491. If, on the other hand, it appears that there are five modes, — the indicative, the imperative, the potential, the subjunctive, and the imperative,

LIST OF TESTS.

480 The present tense expresses what is now taking place
as, "Joan swims."

483. This tense is often employed to express the actions of persons long since dead; as, "Seneca reasons and moralizes well."

484. The present tense, preceded by the words *when, before, after, as soon as, &c.*, is sometimes used to point out the relative time of a future action; as, "When he arrives, he will hear the news."

485. This tense is elegantly applied to qualities and things which are in their nature unchangeable; as, "Truth is eternal;" "William boldly asserted that there was no God;" properly, "*is* no God."

486. In animated (1.) historical narrations, (2.) this tense is sometimes used for the imperfect; as, "He *enters* the territory of the peaceable inhabitants; he fights and conquers, takes an immense booty, which he divides among his soldiers, and returns home to enjoy an empty triumph."

487. The *imperfect tense* expresses what took place in time past, however, distant; as, "John died."

488. The *perfect tense* expresses what has taken place, and conveys an allusion to the present time; as, "I have finished my letter."

489. When any particular period of past time is specified or alluded to, we use the imperfect tense; as, "John wrote yesterday;" but when no particular past time is specified, we use the perfect tense; as, "I have read Virgil many times."

490. The perfect tense and the imperfect tense both denote a thing that is past; but the former denotes it in such a manner that there is still actually remaining some part of the time to slide away, wherein we declare the thing has been done; whereas the imperfect denotes the thing or action past, in such a manner, that nothing remains of that time in which it was done. If we speak of the present century, we say, "Philosophers *have made* great discoveries in the present century;" but if we speak of the last century, we say, "Philosophers *made* great discoveries in the last century."—"He has been much afflicted this year." "I have this week read the king's proclamation." "I have heard great news this morning." In these instances, *He has been, I have read, and heard*, denote things that are past; but they occurred in this year, in this week, and to-day; and still there remains a part of this year, week, and day, whereof I speak.

490—1. In general, the perfect tense may be applied wherever the action is connected with the present time, by the actual existence, either of the author or of the work, though it may have been performed many centuries ago; but if neither the author nor the work now remains, it cannot be used. We may say, "Cicero *has written* orations;" but we cannot say, "Cicero *has written* poems;" because the orations are in being, but the poems are lost. Speaking of priests in general, we may say, "They *have*, in all ages, *claimed* great powers;" because the general order of the priesthood still exists: but if we speak of the Druids, as any particular order of priests, which does not now exist, we cannot use this tense. We cannot say, "The Druid priests *have claimed* great powers;" but must say, "The Druid priests *claimed* great powers;" because that order is now totally extinct.

491. The *pluperfect tense* expresses what had taken place at some past time mentioned, as, "I had finished my letter before my father returned."

492. The *first future tense* expresses what will take place; as, "John will come."

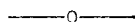
493. The *second future* expresses what will have taken

(1.) Lively.

(2.) Descriptions, or telling what has been done.

place, at or before some future time mentioned; as, "I shall have finished my business before the steam-boat starts."

494. Tense is the distinction of time, and admits of six variations, namely—the present, the imperfect, the perfect, the pluperfect, and the first and second future tenses.



XL. OF PARTICIPLES.

495. In the phrase, "I found a man laboring in the field," the word *laboring* shows what the man was doing, and therefore resembles a verb. When I say, "The laboring man should not be wronged," *laboring* is joined to the noun *man*, to describe it, and therefore resembles an adjective.

496. The word *laboring*, then, partakes of the nature of two different parts of speech; and since *partaking* signifies *partaking*, we will call such words as *laboring*, participles.

497. All participles are derived from verbs: thus, from *labor* comes *laboring*; from *beat*, *beating*; *refuse*, *refusing*, &c.: hence,

498. The participle is a word derived from a verb, and partakes of the nature of a verb and adjective.

499. When I say, "John is writing," the participle *writing* shows what John is now doing, but has not finished; *written*, then, may be called a present participle: hence,

500. The present participle expresses what is now taking place, but not finished.

500—1. This participle always ends in *ing*. as, *standing*, *fighting*, *weeping*, *loving*, &c. There are many words of this termination, which are not participles; as, *morning*, *evening*, *but*, which are nouns; *countersinking*, *unselfishness*, which are adjectives. The fact that these cannot be formed from verbs will furnish you with a certain rule for distinguishing the participle from all other words of the same termination; as, for instance, *uninteresting*, we know, is not a participle, because there is no such verb as *uninterest*, from which to form it.

501. "The letter is written." Here the participle *written* shows that the act of writing is past and finished; it may then be called a perfect participle: hence,

502. The perfect participle expresses what is past and finished.

502—1. This participle may always be distinguished by its making sense with *having*; thus, *having written*, *having sung*, &c. Here *written* and *sung* are perfect participles.

503. "John, having written his letter, sealed it." Here you doubtless perceive that the act of writing took place before that of sealing; also, that the participle is composed of two words, *having* and *written*; it may then be called a *compound perfect participle*, and because it denotes also an action past and finished, it may very properly be called a *compound perfect participle*: hence,

504. The compound perfect participle expresses what took place before something else mentioned.

504—1. This participle is formed by placing the present participle *having* before the perfect participle of any verb; as, *having fought*, *having suffered*.

XII. FORMATION OF THE PASSIVE VERB.

505. *Struck* is a perfect participle, from the verb *strike*, and this you know, because it makes a sense joined with *having*, as, *having struck*.

506. *Am*, you doubtless recollect, is a variation of the verb *to be*; as, "I am, you are, he is;" now, by joining *is* with *struck*, we can form the passive verb *is struck*, "John struck Joseph," is active; but, "Joseph is struck by John," is passive.

507. In these two examples, you perceive that the sense of each is the same; hence, by means of the passive verb, we are enabled to express, in a different form, the precise meaning of the active verb; and, you will oftentimes find, contributes not a little to the variety and beauty of the language.

508. By examining the conjugation of the verb *to be*, you will discover that it has, in all, ten variations: *am, art, is, are, was, were, do, does, has, be, and been*. Every present verb must be composed of one of these ten variations, and the perfect participle of any active transitive verb. Thus, taking *run*, and joining it with the perfect participle of the verb *be*, namely, *been*, we form the passive verb *was beaten*, to which prefixing an object, or nominative case, we have the phrase, "William was beaten."

509. It is a fact, worthy to be remembered, that the passive verb always retains the same mood, tense, number, and person, that the verb *to be* has, before it is incorporated with the participle; thus, "He has been," is the indicative perfect, third person singular; then, "He has been rejected," is likewise the indicative perfect, third person singular, passive. It cannot, therefore, be difficult to tell the mood, tense, number, and person, of any passive verb, if you are familiar with the conjugation of the verb *to be*.

From the foregoing particulars, we derive the following general rule:

510. All passive verbs are formed by adding the perfect participle of any active-transitive verb to the neuter verb *to be*.

XIII. OF THE AUXILIARY VERB.

511. Auxiliary verbs are those by the help of which the principal verbs are conjugated.

512. The auxiliary verbs are *may, can, must, might, could, would, should, and shall*. The following are sometimes auxiliaries, and sometimes principal verbs: *do, be, have* and *will*.

513. When, in the formation of any tense, we use an auxiliary verb, that tense is called a compound one; and the tense formed by the principal verb alone is called a simple tense.

XIII. SIGNS OF THE MOODS.

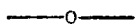
514. The indicative mood may be known by the sense, or by its having no sign except in asking a question; as, "Who comes here?"

515. The potential mood has for its signs the auxiliaries *may, can, must, might, could, would, and should*; as, "I could love," &c.

516. The subjunctive mood has usually for its signs the conjunctions *if, though, unless, except, whether, and lest*; as, "Unless he repent," &c.

517. The infinitive mood has usually for its sign the word *to*; as, *to sing*.

518. The imperative may be distinguished by its always being in the second person, and by its agreement with *thou, or ye, or you*; as, "Depart thou," &c.



XLIV SIGNS OF THE TENSES OF THE INDICATIVE.

519. The present tense has for its sign the first form of the verb; as, *weep, remain, &c.*; excepting the occasional use of *do*; as, "I do learn."

520. The imperfect tense has no auxiliary for a sign, except *did*, which is sometimes used. It, however, the verb is not in the present tense, and has no auxiliary, it follows that it is in the imperfect; as, "I taught."

521. The perfect tense has for its sign the word *have*; as, *have loved*.

522. The pluperfect has for its sign *had*; as, *had loved*.

523. The first future has for its sign *shall* or *will*; as, *shall* or *will love*.

524. The second future has for its sign *shall have* or *will have*; as, *shall have loved, or will have loved*.

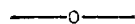
525. The indicative mood has six tenses.

526. The subjunctive mood has six tenses.

527. The potential mood has four tenses.

528. The infinitive mood has two tenses.

529. The imperative mood has one tense.



XLV CONJUGATION OF VERBS.

530. When I ask you to raise your *voice*, in reading, you readily understand what I mean by *voice*; but in grammar, its application is somewhat peculiar. Grammatically considered, it refers to the active and passive nature of verbs.

531. The conjugation of a verb is the regular combination and arrangement of its several numbers, persons, moods, and tenses.

532. The CONJUGATION of an active verb is styled the ACTIVE VOICE, and that of a passive verb the PASSIVE VOICE.

533. Verbs are called REGULAR, when they form their imperfect tense of the indicative mood, and their perfect participle, by the addition of *ed* to the verb in the present tense, or *d* only when the verb ends in *e*; as,

<i>Pres. Tense.</i>	<i>Imp. Tense.</i>	<i>Perf. Participle.</i>
I favor.	I favored.	Favored.
I love.	I loved.	Loved.

534. When a verb does not form its imperfect tense and perfect participle in this manner, it is called an IRREGULAR VERB; as,

<i>Pres. Tense.</i>	<i>Imp. Tense.</i>	<i>Perf. Participle.</i>
I am.	I was.	Been.

535. The regular verb *love*, and the irregular verb *to be*, are conjugated as follows:—

CONJUGATION.

TO LOVE AND TO BE.

ACTIVE AND PASSIVE VOICE CONTRASTED.

INDICATIVE MOOD.

PRESENT TENSE.		
ACTIVE VOICE.	PASSIVE VOICE.	NEUTER.
<i>Singular.</i>	<i>Singular.</i>	<i>Singular.</i>
1 <i>Pers.</i> I love.	1 <i>Pers.</i> I am loved.	1 <i>Pers.</i> I am.
2 <i>Pers.</i> You love.	2 <i>Pers.</i> You are loved.	2 <i>Pers.</i> You are.
3 <i>Pers.</i> He loves.	3 <i>Pers.</i> He is loved.	3 <i>Pers.</i> He is.
<i>Plural.</i>	<i>Plural.</i>	<i>Plural.</i>
1 <i>Pers.</i> We love.	1 <i>Pers.</i> We are loved.	1 <i>Pers.</i> We are.
2 <i>Pers.</i> You love.	2 <i>Pers.</i> You are loved.	2 <i>Pers.</i> You are.
3 <i>Pers.</i> They love.	3 <i>Pers.</i> They are loved.	3 <i>Pers.</i> They are.
IMPERFECT TENSE.		
<i>Singular.</i>	<i>Singular.</i>	<i>Singular.</i>
1. I loved.	1. I was loved.	1. I was.
2. You loved.	2. You were loved.	2. You were.
3. He loved.	3. He was loved.	3. He was.
<i>Plural.</i>	<i>Plural.</i>	<i>Plural.</i>
1. We loved.	1. We were loved.	1. We were.
2. You loved.	2. You were loved.	2. You were.
3. They loved.	3. They were loved.	3. They were.
PERFECT TENSE.		
<i>Singular.</i>	<i>Singular.</i>	<i>Singular.</i>
1. I have loved.	1. I have been loved.	1. I have been.
2. You have loved.	2. You have been loved.	2. You have been.
3. He has loved.	3. He has been loved.	3. He has been.

Plural.

1. We have loved.
2. You have loved.
3. They have loved.

Singular

1. I had loved.
2. You had loved.
3. He had loved.

Plural.

1. We had loved.
2. You had loved.
3. They had loved.

Singular.

1. I shall *or* will love.
2. You shall *or* will love.
3. He shall *or* will love.

Plural.

1. We shall *or* will love.
2. You shall *or* will love.
3. They shall *or* will love.

Singular.

1. I shall have loved.
2. You will have loved.
3. He will have loved.

Plural.

1. We shall have loved.
2. You will have loved.
3. They will have loved.

Singular.

1. I may *or* can love.
2. You may *or* can love.
3. He may *or* can love.

Plural.

1. We may *or* can love.
2. You may *or* can love.
3. They may *or* can love.

Plural.

1. We have been loved.
2. You have been loved.
3. They have been loved.

PLUPERFECT TENSE.

Singular.

1. I had been loved.
2. You had been loved.
3. He had been loved.

Plural.

1. We had been loved.
2. You had been loved.
3. They had been loved.

FIRST FUTURE TENSE.

Singular.

1. I shall *or* will be loved.
2. You shall *or* will be loved.
3. He shall *or* will be loved.

Plural.

1. We shall *or* will be loved.
2. You shall *or* will be loved.
3. They shall *or* will be loved.

SECOND FUTURE TENSE.

Singular.

1. I shall have been loved.
2. You shall have been loved.
3. He will have been loved.

Plural.

1. We shall have been loved.
2. You will have been loved.
3. They will have been loved.

POTENTIAL MOOD.

PRESENT TENSE.

Singular.

1. I may *or* can be loved.
2. You may *or* can be loved.
3. He may *or* can be loved.

Plural.

1. We may *or* can be loved.
2. You may *or* can be loved.
3. They may *or* can be loved.

Plural.

1. We have been.
2. You have been.
3. They have been.

Singular.

1. I had been.
2. You had been.
3. He had been.

Plural.

1. We had been.
2. You had been.
3. They had been.

Singular.

1. I shall *or* will be.
2. You shall *or* will be.
3. He shall *or* will be.

Plural.

1. We shall *or* will be.
2. You shall *or* will be.
3. They shall *or* will be.

Singular.

1. I shall have been.
2. You will have been.
3. He will have been.

Plural.

1. We shall have been.
2. You will have been.
3. They will have been.

FUTURE TENSE.

Singular.

- | | | |
|--|---|--|
| 1. I might, could, would,
or should love. | 1. I might, could, would,
or should be loved. | 1. I might, could, would,
or should be. |
| 2. You might, could, would,
or should love. | 2. You might, could,
would, or should be
loved. | 2. You might, could,
would, or should be. |
| 3. He might, could, would,
or should love. | 3. He might, could, would,
or should be loved. | 3. He might, could, would,
or should be. |

*Plural.**Plural.**Plural.*

- | | | |
|--|--|---|
| 1. We might, could, would,
or should love. | 1. We might, could, would,
or should be loved. | 1. We might, could, would,
or should be. |
| 2. You might, could, would,
or should love. | 2. You might, could,
would, or should be
loved. | 2. You might, could,
would, or should be. |
| 3. They might, could,
would, or should
love. | 3. They might, could,
would, or should be
loved. | 3. They might, could,
would, or should be. |

PRESENT TENSE.

*Singular.**Singular.**Singular.*

- | | | |
|----------------------------------|---------------------------------------|---------------------------------|
| 1. I may or can have lov-
ed. | 1. I may or can have been
loved. | 1. I may or can have
been. |
| 2. You may or can have
loved. | 2. You may or can have
been loved. | 2. You may or can have
been. |
| 3. He may or can have
loved. | 3. He may or can have
been loved. | 3. He may or can have
been. |

*Plural.**Plural.**Plural.*

- | | | |
|-----------------------------------|--|----------------------------------|
| 1. We may or can have
loved. | 1. We may or can have
been loved. | 1. We may or can have
been. |
| 2. You may or can have
loved. | 2. You may or can have
been loved. | 2. You may or can have
been. |
| 3. They may or can have
loved. | 3. They may or can have
been loved. | 3. They may or can have
been. |

FUTURE PERFECT TENSE.

*Singular.**Singular.**Singular.*

- | | | |
|--|--|--|
| 1. I might, could, would, or
should have loved. | 1. I might, could, would,
or should have been
loved. | 1. I might, could, would, or
should have been. |
| 2. You might, could, would,
or should have loved. | 2. You might, could, would,
or should have been
loved. | 2. You might, could, would
or should have been. |
| 3. He might, could, would,
or should have loved. | 3. He might, could, would,
or should have been
loved. | 3. He might, could, would,
or should have been. |

*Plural.**Plural.**Plural.*

- | | | |
|---|---|---|
| 1. We might, could, would,
or should have loved. | 1. We might, could, would,
or should have been
loved. | 1. We might, could, would,
or should have been. |
| 2. You might, could, would,
or should have loved. | 2. You might, could, would,
or should have been
loved. | 2. You might, could, would
or should have been. |
| 3. They might, could, would,
or should have loved. | 3. They might, could,
would, or should have
been loved. | 3. They might, could,
would, or should have
been. |

SENTENCES.

Simple Sentences.

Subject.

1. The boy.
2. The girl.
3. The cat.

Predicate.

1. The boy is.
2. The girl is.
3. The cat is.

Object.

1. The boy is.
2. The girl is.
3. The cat is.

Predicate.

1. The boy is.
2. The girl is.
3. The cat is.

Subject.

1. The boy.
2. The girl.
3. The cat.

Predicate.

1. The boy is.
2. The girl is.
3. The cat is.

Object.

1. The boy is.
2. The girl is.
3. The cat is.

Predicate.

1. The boy is.
2. The girl is.
3. The cat is.

Compound Sentences.

Simple Sentences.

Subject.

1. The boy.
2. The girl.
3. The cat.

Predicate.

1. The boy is.
2. The girl is.
3. The cat is.

Subject.

1. The boy.
2. The girl.
3. The cat.

Predicate.

1. The boy is.
2. The girl is.
3. The cat is.

Object.

1. The boy is.
2. The girl is.
3. The cat is.

Predicate.

1. The boy is.
2. The girl is.
3. The cat is.

Object.

1. The boy is.
2. The girl is.
3. The cat is.

Predicate.

1. The boy is.
2. The girl is.
3. The cat is.

Complex Sentences.

Simple Sentences.

Subject.

1. The boy.
2. The girl.
3. The cat.

Predicate.

1. The boy is.
2. The girl is.
3. The cat is.

Subject.

1. The boy.
2. The girl.
3. The cat.

Predicate.

1. The boy is.
2. The girl is.
3. The cat is.

Object.

1. The boy is.
2. The girl is.
3. The cat is.

Predicate.

1. The boy is.
2. The girl is.
3. The cat is.

Compound Sentences.

Simple Sentences.

Subject.

1. The boy.
2. The girl.
3. The cat.

Predicate.

1. The boy is.
2. The girl is.
3. The cat is.

Subject.

1. The boy.
2. The girl.
3. The cat.

Predicate.

1. The boy is.
2. The girl is.
3. The cat is.

Object.

1. The boy is.
2. The girl is.
3. The cat is.

Predicate.

1. The boy is.
2. The girl is.
3. The cat is.

Plural.

1. If we had loved.
2. If you had loved.
3. If they had loved.

Plural.

1. If we had been loved.
2. If you had been loved.
3. If they had been loved.

Plural.

1. If we had been.
2. If you had been.
3. If they had been.

FIRST FUTURE TENSE.

Singular.

1. If I shall *or* will love.
2. If you shall *or* will love.
3. If he shall *or* will love.

Singular.

1. If I shall *or* will be loved.
2. If you shall *or* will be loved.
3. If he shall *or* will be loved.

Singular.

1. If I shall *or* will be.
2. If you shall *or* will be.
3. If he shall *or* will be.

Plural.

1. If we shall *or* will love.
2. If you shall *or* will love.
3. If they shall *or* will love.

Plural.

1. If we shall *or* will be loved.
2. If you shall *or* will be loved.
3. If they shall *or* will be loved.

Plural.

1. If we shall *or* will be.
2. If you shall *or* will be.
3. If they shall *or* will be.

SECOND FUTURE TENSE.

Singular.

1. If I shall have loved.
2. If you shall have loved.
3. If he shall have loved.

Singular.

1. If I shall have been loved.
2. If you shall have been loved.
3. If he shall have been loved.

Singular.

1. If I shall have been.
2. If you shall have been.
3. If he shall have been.

Plural.

1. If we shall have loved.
2. If you shall have loved.
3. If they shall have loved.

Plural.

1. If we shall have been loved.
2. If you shall have been loved.
3. If they shall have been loved.

Plural.

1. If we shall have been.
2. If you shall have been.
3. If they shall have been.

IMPERATIVE MOOD.

PRESENT TENSE.

Singular.

2. Love you, *or* do you love.

Singular.

2. Be you loved, *or* do you be loved.

Singular.

2. Be you, *or* do you be.

Plural.

2. Love you, *or* do you love.

Plural.

2. Be you loved, *or* do you be loved.

Plural.

2. Be you, *or* do you be.

INFINITIVE MOOD.

Pres. To love.*Perf.* To have loved.*Pres.* To be loved.*Perf.* To have been loved.*Pres.* To be.*Perf.* To have been.

PARTICIPLES.

Pres. Loving.*Perf.* Loved.*Pres.* Being loved.*Perf.* Loved.*Pres.* Being.*Perf.* Been.*Compound Perf.*

Having loved.

Compound Perf.

Having been loved.

Compound Perf.

Having been.

536. For the benefit of those who wish to retain the pronoun *thou*, in the conjugation of verbs, the following synopsis is given. The pupil can take it separately, or be taught it in connection with the other persons of the verb, by substituting *thou* for *you*, in the foregoing conjugation.

Synopsis with THEO.

INDICATIVE MOOD.

<i>Pres.</i> Thou lovest.	Thou art loved.	Thou art.
<i>Imp.</i> Thou lovest.	Thou wast loved.	Thou wast.
<i>Perf.</i> Thou hast loved.	Thou hast been loved.	Thou hast been.
<i>Plup.</i> Thou hadst loved.	Thou hadst been loved.	Thou hadst been.
1 <i>Fut.</i> Thou shalt <i>or</i> wilt love.	Thou shalt <i>or</i> wilt be loved.	Thou shalt <i>or</i> wilt be.
2 <i>Fut.</i> Thou wilt have loved.	Thou wilt have been loved.	Thou wilt have been.

537.

POTENTIAL MOOD.

<i>Pres.</i> Thou mayst <i>or</i> canst love.	Thou mayst <i>or</i> canst be loved.	Thou mayst <i>or</i> canst be.
<i>Imp.</i> Thou mightst, couldst, wouldst, <i>or</i> shouldst love.	Thou mightst, couldst, wouldst, <i>or</i> shouldst be loved.	Thou mightst, couldst, wouldst, <i>or</i> shouldst be.
<i>Perf.</i> Thou mayst <i>or</i> canst have loved.	Thou mayst <i>or</i> canst have been loved.	Thou mayst <i>or</i> canst have been.
<i>Plup.</i> Thou mightst, couldst, wouldst, <i>or</i> shouldst have loved.	Thou mightst, couldst, wouldst, <i>or</i> shouldst have been loved.	Thou mightst, couldst, wouldst, <i>or</i> shouldst have been.

SUBJUNCTIVE MOOD.

538.

Common Form.

<i>Pres.</i> If thou lovest.	If thou art loved.	If thou art.
<i>Imp.</i> If thou lovedst.	If thou wast loved.	If thou wast.

539.

Emphatic Form.

<i>Pres.</i> If thou love.	If thou be loved.	If thou be.
<i>Imp.</i> If thou loved.	If thou wert loved.	If thou wert.

540.

Contracted Form.

<i>Pres.</i> If thou hast loved.	If thou hast been loved.	If thou hast been.
<i>Plup.</i> If thou hadst loved.	If thou hadst been loved.	If thou hadst been.
1 <i>Fut.</i> If thou shalt <i>or</i> wilt love.	If thou shalt <i>or</i> wilt be loved.	If thou shalt <i>or</i> wilt be.
2 <i>Fut.</i> If thou shalt have loved.	If thou shalt have been loved.	If thou shalt have been.

Interrogative Form.

541.

INDICATIVE PRESENT.

<i>Singular.</i>	<i>Singular.</i>	<i>Singular.</i>
1. Do I love?	1. Am I loved?	1. Am I?
2. Do you love?	2. Are you loved?	2. Are you?
3. Does he love?	3. Is he loved?	3. Is he?
<i>Plural.</i>	<i>Plural.</i>	<i>Plural.</i>
1. Do we love?	1. Are we loved?	1. Are we?
2. Do you love?	2. Are you loved?	2. Are you?
3. Do they love?	3. Are they loved?	3. Are they?

542. You will find, on examination of the foregoing conjugation, that the tenses of the subjunctive are in every respect similar to the corresponding ones of the indicative, except the following, namely, the present and imperfect of the verb *to be*; the present and imperfect of the passive; the present and the second future active. The last, however, corresponds in termination, but not in termination. Among the exceptions should be reckoned the use of the conjunction *if*. There are instances, however, of the subjunctive form, when no conjunction is expressed, but in all such cases it is plainly understood; as, "Were I to go, he would not follow;" "Had he known me, he would have treated me differently;" that is, "If I were to go," and, "If he had known." Examples of this description are conjugated as follows:

SUBJUNCTIVE FORM.

542.

IMPERFECT TENSE.

Singular.

1. Were I.
2. Were you.
3. Were he.

Plural.

1. Were we.
2. Were you.
3. Were they.

PLUPERFECT TENSE.

Singular.

1. Had I loved.
2. Had you loved.
3. Had he loved.

Plural.

1. Had we loved.
2. Had you loved.
3. Had they loved.

544. The second person singular of all verbs* formerly (1.) ended in *st*, as, "Thou hast," "Thou wast," &c. This form is still retained by that respectable class of persons denominated (2.) Friends, and in the Sacred (3.) Scriptures. (3.)

545. *Esth*, for the termination of the third person singular, obtained (4.) very generally till within a recent (5.) period, especially on grave (6.) and didactic (7.) subjects; as, "He that *hath* ears to hear, let him hear;" "Simple multiplication *teacheth* to repeat," &c. But the custom of the present day is decidedly (8.) against the usage. (9.)

546. The Scriptures abound (10.) with instances of the use of the pronoun *ye* for *you*, as, "Ye are the salt of the earth;" but it is scarcely to be met with in any standard works of modern date.

547. The following conjugation accords with the ancient usage of the verb.

INDICATIVE PRESENT.

Singular.

1. I love.
2. Thou lovest.
3. He loveth *or* loves.

Singular.

1. I am loved.
2. Thou art loved.
3. He is loved.

Singular.

1. I am.
2. Thou art.
3. He is.

Plural.


1. We love.
2. Ye *or* you love.
3. They love.

Plural.

1. We are loved.
2. Ye *or* you are loved.
3. They are loved.

Plural.

1. We are.
2. Ye *or* you are.
3. They are.

548.  For farther illustration of these obsolete conjugations, the learner is referred to those treatises on grammar in our schools, which *profess* to furnish him with a sure and infallible guide to the true and proper use of the English language.

RULE VI.

The nominative case governs the verb in number and person.

RULE VII.

A verb must agree with its nominative case in number and person.

RULE VIII.

Active-transitive verbs govern the objective case.

EXERCISES IN PARSING.

"William was admired for his prudence."

549. *William* is a PROPER NOUN, of the THIRD PERSON, SIN-

* Excepting *art*.

(1.) Some time ago. (2.) Called. (3.) The Bible. (4.) Prevailed. (5.) Late (6.) Serious. (7.) Abounding in precepts or instructive. (8.) Positively. (9.) Use. (10.) Have many.

CULAR NUMBER, MASCULINE GENDER, and in the NOMINATIVE CASE to *was admired*, agreeably to RULE VI.

Was admired is a REGULAR PASSIVE VERB, from the verb *to admire*—"Pres. admire; Imp. admired; Perf. part. admired. 1. I was admired; 2. You were admired; 3. He or William was admired"—made in the INDICATIVE MOOD, IMPERFECT TENSE, THIRD PERSON, SINGULAR NUMBER, and agrees with *William*, according to RULE VII.

For is a PREPOSITION.

His is a PERSONAL PRONOUN, of the THIRD PERSON, SINGULAR NUMBER, MASCULINE GENDER, and agrees with *William*, according to RULE V.—"*Not* he; *Poss.* his"—made in the POSSESSIVE CASE, and governed by *prudence*, by RULE I.

Prudence is a COMMON NOUN, of the THIRD PERSON, SINGULAR NUMBER, NEUTER GENDER, OBJECTIVE CASE, and governed by *for*, RULE X.

EXERCISES IN PARSING CONTINUED.

"John was applauded for his eloquence."	"The girl was ridiculed by her companions."
"The king was crowned at Westminster Abbey."	"Susan was respected for her virtuous conduct."
"Thomas has been esteemed."	"James will be rewarded by his instructor."
"The business will be regulated."	

2.

"We may be esteemed."	"Justice may have been stayed."
"He might have been promoted."	"The task must be performed."
"William would have been dethroned."	"We should not (1.) be easily (1.) disheartened in a good cause."

"If he be learned."

559. *If* is a COPULATIVE CONJUNCTION.

Be learned is a REGULAR PASSIVE VERB, from the verb *to learn*—"Pres. learn; Imper. learned; Perf. part. learned. 1. If I be learned; 2. If you be learned; 3. If he be learned"—made in the SUBJUNCTIVE MOOD, SUBJUNCTIVE FORM, PRESENT TENSE, THIRD PERSON, SINGULAR NUMBER, and agrees with *he*, according to RULE VII.

EXERCISES IN SYNTAX CONTINUED.

"If John be rewarded."	"Although you will be disappointed."
"If I am noticed."	"If the man had been elected."
"Unless he be punished."	"Except he resign."
"Although they are respected."	"Susan assisted the little girl."
"Columbus discovered America."	"The little girl was assisted by Susan."
"America was discovered by Columbus."	"Pain follows pleasure."
"John wounded his brother."	"Pleasure is followed by pain."
"John's brother was wounded by him."	

2.

- "An obedient son is deservedly respected by his friends." "Unless great labor had been bestowed on William, he would have disappointed the expectations of his parents."
 "An idle boy will be punished." "He will not (1.) mind without corporal punishment."
 "Without knowledge, a man is commonly (1.) despised."

3.

- "The boy who visited me in September, died in the city of Charleston." "They that seek knowledge will find it."
 "The man whom I found perished in a storm of snow." "That lion which was exhibited in this town has been killed by his keeper."

4.

- "I found (2.) John and William (3.) in the garden with their father and mother. (3.)" "I have assisted him and his sister in many difficulties, to no (4.) purpose."

—o—

XLVI. OF IRREGULAR VERBS.

551. Irregular verbs are those which do not form their imperfect tense and perfect participle by adding to the present tense *ed*, or *d* only when the verb ends in *e* ; as,

<i>Pres. tense.</i>	<i>Imperf. tense.</i>	<i>Perf. Participle.</i>
Go,	Went,	Gone,
Begin,	Began,	Begun.

LIST OF IRREGULAR VERBS.

Those marked *r* admit likewise a regular form.

<i>Present.</i>	<i>Imperfect.</i>	<i>Per. or Pass. Part.</i>	<i>Present.</i>	<i>Imperfect.</i>	<i>Per. or Pass. Part.</i>
Abide,	abode,	abode.	Hang,	hung, r.	hung, r.
Am,	was,	been.	Hear,	heard,	heard.
Arise,	arose,	arisen.	Hew,	hewed,	hewn, r.
Awake,	awoke, r.	awaked.	Hide,	hid,	hidden, hid.
Bear, <i>t</i> }			Hit,	hit,	hit.
<i>bring</i> }			Hold,	held,	held.
<i>birth</i> }	bore,	borne.	Hurt,	hurt,	hurt.
Bear, <i>to carry</i> ,	beat,	beaten, beat.	Keep,	kept,	kept.
Beat,	began,	begun.	Knit,	knit, r.	knit, r.
Begin,	bent,	bent.	Know,	knew,	known.
Bead,	bereft, r.	bereft, r.	Lade,	laden,	laden.
Bereave,	besought,	besought.	Laid,	led,	led.
Beseech,	bid, bade,	bidden, bid.	Lead,	left,	left.
Bid,	bound,	bound.	Leave,	lent,	lent.
Bind,	bitten, bit.		Lend,	let,	let.
Bite,			Let,		

(1.) Adverb. (2.) Irregular verb. (3.) For *William* and *mother* apply Rule XI.

(4.) Adjective.

* *Golden* is nearly obsolete. Its compound, *forgotten*, is still in good use.

+ *Ridden* is nearly obsolete.

‡ *Spitten* is nearly obsolete.

[illegible]

* See notes on page 12.

<i>Present.</i>	<i>Imperfect.</i>	<i>Per. or Pass. Part.</i>	<i>Present.</i>	<i>Imperfect.</i>	<i>Per. or Pass. Part.</i>
Spread,	spread,	spread.	Teach,	taught,	taught.
Spring,	sprung,	{ sprung.	Tear,	tore,	torn.
	sprung,		Tell,	told,	told.
Stand,	stood,	stood.	Think,	thought,	thought.
Steal,	stole,	stolen.	Thrive,	throve, r.	thriven.
Stick,	stuck,	stuck.	Throw,	threw,	thrown.
Sting,	stung,	stung.	Thrust,	thrust,	thrust.
Stink,	stunk,	stunk.	Tread,	trod,	trodden.
Stride,	strode, or	{ stridden.	Wax,	waxed,	waxed. r.
	strid,		Wear,	wore,	worn.
Strike,	struck,	struck or	Weave,	wove,	woven.
		stricken.	Weep,	wept,	wept.
String,	strung,	strung.	Win,	won,	won.
Strive,	strove,	striven.	Wind,	wound,	wound.
Strow or	{ strowed, or	{ strown,	Work,	wrought,	{ wrought or
strew,					
	strewed,	strove	Wring,	wrung,	wrung.
		strewed	Write,	wrote,	written.
Swear,	swore,	sworn.			
Sweat,	swet, r.	swet. r.			
Swell,	swelled,	swollen.			
Swim,	swum, swam,	swum.			
Swing,	swung,	swung.			

553. We say, "I have seen," "I had seen," and "I am seen," using the participle *seen* instead of the verb *saw*: hence,

NOTE VI. We should use participles, only, after *have*, and *had*, and the verb *to be*.

EXERCISES IN SYNTAX.

"John has written his copy."

554. *Has written* is an IRREGULAR ACTIVE-TRANSITIVE VERB, from the verb *to write*—"Pres. write; Imperf. wrote; Perf. part. written. 1. I have written; 2. You have written; 3. He or *John* has written"—found in the INDICATIVE MOOD, PERFECT TENSE, THIRD PERSON, SINGULAR NUMBER, and agrees with *John*, by RULE VII.

John, *copy*, and *his*, are parsed as before.

EXERCISES IN SYNTAX CONTINUED.

1.

"Job has struck John."

"The act was done by William."

"John has been struck by Job."

"James found his little brother in the boat."

"The men caught the thief in the tavern."

"The instructor makes good pens."

"The thief was caught by the men in the tavern."

"The farmer ploughs the ground in spring."

"A wise son will make a glad father."

"I may spend my time in the country."

2.

"John is at home."

"He abode in peace."

"Rufus rode into the country."

"They would be cruel."

"The sun will shine."

"We may have been negligent."

"The thief was confined in jail."

"The boys should have been studious."

"The horse ran with great violence."

"William was in town."

3.

- "If he will assist me, I shall be much (1.) obliged to him. still he would not recompense me."
 "If he be virtuous, then he will be happy." "I will write him, lest he neglect my business."
 "If he be happy, then I am contented." "Should I be disappointed, I shall despair."
 "Had he mentioned that circumstance, I should have avoided my present calamities." "Unless he repent, he will not be pardoned."
 "Although he acknowledged his faults, Were I* in your place, I would relieve him."

4.

- "Thou hast benefitted me." "Dost thou hear me?"
 "Ye make no pretensions." "Hath he many advisers?"
 "This doctrine hath no followers." "Ye do always err."
 "If thou love me." "Thou shalt surely die."
 "If thou art more comfortable, I heartily rejoice." "If thou hadst obeyed me, thou wouldst not have been disappointed."

5.

- "If Thomas, who is at school, return in season, I will visit you." "The task which the instructor imposed was performed with reluctance."
 "The boys whom I admonished have reformed." "The measure which he adopts will succeed."
 "The man whose life was in danger returned in safety." "I have known a little child that exhibited the prudence of mature years."

—O—

XLVII. GOVERNMENT OF THE INFINITIVE.

555. When I say, "John begins to read," *to read* is a verb in the infinitive mood; and it follows, as you perceive, the verb *begins*: hence we say that it is governed by *begins*.

"He is beginning to read." Here, the infinitive follows the participle *beginning*, it is, therefore, governed by *beginning*.

"He is eager to learn." Here, the infinitive follows the adjective *eager*; we therefore say that it is governed by *eager*.

"He has an opportunity to learn." Here, the infinitive, *to learn* is governed by the noun *opportunity*, because it follows the noun.

In like manner the infinitive may be governed by pronouns; as, "There is a fine opportunity for him to learn:" hence,

RULE XII.

The infinitive mood may be governed by verbs, participles, adjectives, nouns, and pronouns.

EXERCISES IN SYNTAX.

"James begins to learn."

556. *To learn* is a REGULAR TRANSITIVE VERB—"Pres. learn; Imperf. learn; Perf. part. learned"—made in the INFINITIVE MOOD, PRESENT TENSE, and governed by *begins*, agreeably to RULE XII.

James and *begins* are parsed as before.

(1.) Adverb.

* See 548.

EXERCISES IN SYNTAX CONTINUED.

- "George desires to learn."
 "He is eager to learn."
 "He has agreed to sing."
 "He is to please John."
 "John has ordered a seat."
 "They are determined to catch."
- "A knowledge of the rules of grammar teaches us to write correctly."
 "To shun sloth to obtain knowledge."
 "We may be taught to write, read, and speak."

Omission of to, the usual sign of the infinitive.

- "John saw the man strike (1) the boy."
 "The hunter made him submit."
 "They need not presser (in such haste)."
 "See (2) the blind beggar dance."
- "I heard the clock strike."
 "The tailor made him do it."
 "The soldiers dare not rob it."
 "My uncle let the boys play in the garden."

Form VII. The infinitive mood is sometimes governed by conjunctions or adverbs; as "The summit of a mountain so high as to be invisible."

EXAMPLES.

- "They are about (3.) to depart."
 "He is wise enough (3.) to study."
- "He desires no more (4.) than (5.) to know his duty."

XLVIII.

557. We have before seen, that participles partake of the nature of two parts of speech, namely verbs and nouns. One point of resemblance which participles have to adjectives, is in their use to serve nouns in the sentence in which they are used; for "The sun is setting;" here, the participle *setting*, is said to refer to the noun *sun*; hence,

RULE XII.

Participles refer to nouns.

EXERCISES IN SYNTAX.

"The wind is rising."

558. *Rising* is a PRESENT ACTIVE PARTICIPLE, from the irregular verb *to rise*—"Pres. rise; Imp. rose; Perf. part. risen"—and it refers to *wind*, according to Rule XII.

EXERCISES IN SYNTAX CONTINUED.

1.

- "The moon is setting."
 "The sun is rising."
 "The trees are leafing."
 "John was dancing."
- "Mary was playing."
 "I have been visiting."
 "I found him crying."
 "I let him sit singing."

PARTICIPIAL ADJECTIVES.

"The rising sun cheers us."

559. *Rising* is a PARTICIPIAL ADJECTIVE from the verb *to rise*

- (1.) *Sun* is governed by Rule XII.
 (2.) *So* is in the comparative, agreeing with *then* or *you*, understood, by Rule VII.
 (3.) Adverb. (4.) Noun. (5.) Conjunction.

—"Pres. wise; Imp. wise; Perf. part. risen"—and belongs to *sun*, by Rule IV.

EXERCISES IN SYNTAX CONTINUED.

2.

- | | |
|--|---|
| "The setting sun reminds us of declining years." | "The very wild place is the twinkling of an eye." |
| "The roaring winds are angry." | "The rising catarrh still sees with grief." |
| "The boiling stream flows on." | "The laboring man should not be dejected." |
| "The rising masses will rise." | |

3.

- | | |
|---|---|
| "Having dined, I returned to school." | "Having slept, he recovered his strength." |
| "Having fought bravely, they were at last overpowered." | "Having tried to rest, he was seized with violent pain." |
| "John, having entered the village, fainted." | "The laborer, having labored, was never again to be seen in that region." |

4.

- | | |
|--|---|
| "William returned incognito at his home." | "A crowd of people followed his carriage, and it was so much ruined." |
| "The stream, swollen by the rain, overflowed its banks." | "He tried and explained, he became vain." |
| "The man, turned out to his glass, seldom returns." | |

5.

- | | |
|--|---|
| "We must not neglect any known duty." | "A desire to sell our tools and means." |
| "My father took the foreman into his own house, and wanted to him desired assistance." | "While I remember the deserted man." |

6.

- | | |
|---|--|
| "The man, being followed by a lion, soon fell asleep." | "The wish to go to bed, was so much increased by pain." |
| "William, having dismissed the soldiers, retired to the country." | "The people, being then well and down, and the time of abundance of food, had fallen to the ground." |
| "Thomas, after having been repeatedly" | |

RULE VII

Active participles from intransitive verbs, govern the oblique case.

"James is beating John."

560 *John* is a PROPER NOUN, of the THIRD PERSON, SINGULAR NUMBER, MASCULINE GENDER, OBJECTIVE CASE, and governed by *beating*, by Rule XIV.

EXERCISES IN SYNTAX CONTINUED.

1.

- | | |
|---------------------------------------|---|
| "John is striking William." | "Having obtained my request, I immediately set off for Richmond." |
| "Susan is studying her lesson." | "I tried the cat watching a mouse." |
| "Mary has been repeating her lesson." | |

(1.) *At last* is an adverbial phrase.

to her mother."
 "The teamster, seeing the stage on setting, ran and prevented it."

"Having given directions to his servants, he left his family and took the stage for Mobile."

"I.e. delights in fighting"

531. *Fighting* is a PARTICIPIAL NOUN, in the OBJECTIVE CASE, and governed by the preposition *in*, according to RULE X.

EXERCISES IN SYNTAX CONTINUED.

1.

"Job was exhausted by wrestling."

"Job practices fencing daily."

"Mary acquired a livelihood by sewing."

"The instructor teaches reading, writing, and spelling, in his school."

"Walter excels in writing."

"Whispering is forbidden in school."

"Fishing delights me."

2.

532. *"You will much oblige me by sending those books."*

Sending is a PARTICIPIAL NOUN, in the OBJECTIVE CASE, and governed by the preposition *by*, according to RULE X.

Books is a COMMON NOUN, of the THIRD PERSON, PLURAL NUMBER, NEUTER GENDER, OBJECTIVE CASE, and governed by the active participle *sending*, according to RULE XIV

EXERCISES IN SYNTAX CONTINUED.

"James derives pleasure from reading useful books."

"Mary's reading has been useful in improving her taste in composition."

"John is above doing a mean action."

"I am discouraged from undertaking this study."

"Parents are pleased at seeing the progress of their children."

"A good instructor takes no delight in punishing."

The present participle, when used as a noun, often has the definite article *the* before it, and the preposition *of* after it; as, "By the observing of truth, you will command respect." With equal propriety, however, it may be said, "By observing truth," &c., omitting both the article and the preposition. If we use the article without the preposition, or the preposition without the article, the expression will appear awkward: hence,

NOTE VIII. The definite article *the* should be used before, and the preposition *of* after, participial nouns, or they should both be omitted.

EXERCISES TO BE PARSED AND CORRECTED.

"By the observing these rules, he will avoid mistakes."

"In the regarding his interests, he neglected the public affairs."

"He prepared them for the event by the sending to them proper information."

"He was sent to prepare the way by preaching of repentance."

"In writing of his letter, he made some mistakes."

"Keeping of one day in seven (1.) is required of Christians."

(1.) *Seven* is a numeral adjective, belonging to *days*, understood, by Note I.

PROMISCUOUS EXERCISES IN SYNTAX

- "William calls George?" *most shamefully.*
 "John's father will reward his industry." "John will be punished for his insolence."
 "George's father's carriage passed the tavern." "We may improve under our instructor." "We did so."
 "If William return, he will be disappointed." "He who would excel in learning, must be attentive to his books."
 "John has beaten his little brother." "He begins to improve."

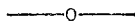
SENTENCES TO BE WRITTEN

563. Will you compose a sentence, containing an active-transitive verb? One, containing a neuter verb? One, containing a passive verb? One, expressing the same sense as the last in an active form? Will you compose a sentence having a verb in the potential mood? One, in the subjunctive mood? One, in the imperative mood? One, in the infinitive mood? One, having an adjective in the superlative degree? One, having the article *an* correctly used before a vowel? One, having an adjective in the positive degree that has in itself a superlative signification? One, containing the relative *whose*? One, containing *which*? One, with *what* used as a compound pronoun? One, having *who* used as an interrogative pronoun? One, having a verb in the subjunctive mood, common form?

Will you construct one or more sentences, which will make sense with the word *truth* contained in them? One, with the word *wisdom* contained in it? One, with the word *knowledge*? One, with the word *learning*? One, with the word *science*?

Will you construct a sentence about *patience*? One about *industry*? One or more on the following subjects, namely, *agriculture, gardening, farms, orchards*?

Will you fill up the following phrases with suitable words to make sense, namely, "Industry — health?" "Ly — we acquire —?" "In youth — characters —?" "Arithmetic — business?" "Washington — live — hearts of his —?"



XLIX. OF THE AUXILIARY VERBS.

564. The verbs *have*, *be*, *will* and *do*, when they are unconnected with a principal verb, expressed or understood, are not auxiliaries, but principal verbs; as, "We *have* enough," "I *am* grateful," "He *wishes* it to be so," "They *do* as they please." In this view, they also have their auxiliaries; as, "I *shall have* enough," "I *will be* grateful," &c.

565. The peculiar force of the several auxiliaries will appear from the following account of them.

566. *Do* and *did* mark the action its self, or the time of it, with greater energy and positiveness; as, "I *do* speak truth," "I *did* respect him;" "Here am I, for thou *didst* call me." They are of great use in negative (1.) sentences; as, "I *do not* fear;" "I *did not* write." They are almost universally employed in asking questions; as, "*Does* he learn?" "*Did* he not write?" They sometimes also supply (2.) the place of another verb, and make the repetition of it, in the same or a subsequent sentence, unnecessary; as, "You attend not to your studies as he *does*;" (i. e. "as he attends," &c.) "I shall come, if I can; but if I *do not*, please to excuse me;" (i. e. "if I come not,")

567. *May* and *might* express the possibility or liberty of doing a thing; *can* and *could*, the power; as, "I *may* err;" "I *may* write or read;" "He *might* have improved more than he has;" "He *can* write much better than he *could* last year."

568. *Must* is sometimes called in for a helper, and denotes necessity; as,

(1.) Denying.

(2.) Enjoining.

377. INFINITIVE MOOD.		
<i>Pres.</i>	To do.	To have.
<i>Perf.</i>	To have done.	To have had.
378. PARTICIPLES.		
<i>Pres.</i>	Doing.	Having.
<i>Perf.</i>	Done.	Had.
<i>4. 3rd. Perf.</i>	Having done.	Having had.

L. OF DEFECTIVE VERBS.

379. Defective verbs are those which are used only in some of the moods and tenses.

380. The following are the principal ones

<i>Pres. Tense.</i>	<i>Imp. Tense.</i>	<i>Perf. Tense, &c.</i>
May.	Might.	(Wanting.)
Can.	Could.	_____
Will.	Would.	_____
Shall.	Should.	_____
Must.	Must.	_____
Ought.	Ought.	_____
	Quoth.	_____

381. Of these, *ought* and *quoth*, you perceive, are not varied.

382. *Can* and *quoth* are always used as principal verbs. *Ought* is the same in the imperfect tense as in the present, and is always followed by an infinitive; as "He ought to study;" "He ought to have read." In this last example, *ought* is in the imperfect; and in the first, it is in the present. This we determine by the infinitive, which follows the verb, thus: when the present infinitive follows *ought*, *ought* is in the present tense; but when the perfect infinitive follows it, it is in the imperfect tense.

383. In English, verbs are often used both in a transitive and intransitive, or neuter signification. Thus, *to please*, when it signifies *to gratify*, or *to lead*, is an active transitive verb; but when it signifies *to grow dull* or *inspired*, it is an intransitive verb.

384. A neuter or intransitive verb, by the addition of a preposition, may become a compound active-transitive verb; as, *to smile* is intransitive; it cannot, therefore, be followed by an objective case, nor be changed into the passive form. We cannot say, "She smiled him," or, "He was smiled;" but we say, very properly, "She smiled on him;" "He was smiled on by her."

385. Prepositions affect the meaning of verbs in different ways. *To cast* means *to throw*, as, "He cast a stone at her." *To cast up*, however, means *to compute*; as, "He casts up his accounts." In all instances in which the preposition follows the verb, and modifies its meaning, its should be considered a part of the verb, and be so treated in parsing.

386. There are some verbs, which, although they admit an objective case after them still do not indicate the least degree of action; as, "I resemble my father." This seeming inconsistency may be easily reconciled by reflecting that, in all such cases, the verb has a direct reference to the object. Of this nature are the verbs *resemble*, *resemble*, *owe*, *hate*, &c.

387. Some neuter or intransitive verbs admit of a passive form, and are thence called neuter passive verbs; as, "John *came* home to-night." Here *came* is an intransitive verb. But in the sentence, "John is gone home," *to go* is a neuter passive verb. Again, in the phrase, "William comes," *comes* is an intransitive verb; and in the phrase, "William is come," *is come* is a neuter passive verb.

EXERCISES IN SYNTAX.

1.

- "William had had many advantages before he improved them in a proper manner."
 "A good scholar will not do what (1.) is forbidden by his instructor."
 "He has had many precious opportunities."
 "He may have had time."
 "John will do as his instructor directs."

2.

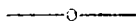
- "I own this book."
 "Charles resembles his parents."
 "He retains his place."
 "I cannot believe him."
 "His father does not hesitate to trust him."

3.

- "The farmer casts seed into the ground."
 "The merchant casts up his accounts often."
 "She smiles sweetly."
 "She smiled on John."
 "John was smiled on by fortune in every undertaking."

4.

- "The instructor has come."
 "Our instructor has come."
 "William has gone to visit his parents."
 "Susan has gone."
 "When they came to town, they made many purchases."
 "Mary was gone before her mother came."



LI. OF ADVERBS.

588 ADVERBS are words joined to verbs, participles, adjectives, and other adverbs, to qualify them.

589. Expressions like the following, namely, *a few days ago, long since, none at all, at length, in vain, by no means, a great deal*, &c., are denominated *adverbial phrases*, when they are used to qualify verbs or participles, by expressing the manner, time or degree of action.

590. The definite article *the* is frequently placed before adverbs of the comparative and superlative degrees, to give the expression more force; as, "The *more* he walks, the *better* he feels." When the article is used in this sense, both the article and adverb may be reckoned an adverbial phrase, and be so considered in parsing.

591. You have doubtless noticed that most words ending in *ly* are adverbs. The reason of this is that *ly* is a contraction of the adverb *like*: thus, from *man-like* we form *manly*; *gentlemanly* is a contraction of *gentlemanlike*.—Hence,

592. If you meet with a word ending in *ly*, implying in its signification the idea of *like*, you may conclude at once that it is an adverb.

RULE IX.

Adverbs qualify verbs, participles, adjectives, and other adverbs.

EXERCISES IN SYNTAX.

"In vain we look for perfect happiness."

(1.) *What* stands for "that which," or, "the thing which." Apply Rules V., VI. and VIII.

593. *In vain* is an ADVERBIAL PHRASE, and qualifies *look*, according to RULE IX.

EXERCISES IN SYNTAX CONTINUED.

- "John has come again, but William has not." "William acted very nobly."
 "I will by no means consent."
 "Very many persons fail of happiness." "He wrote a long letter a few days ago." (1.)
 "A vast many evils are incident to man." "John was writing carelessly."
 "in his wearisome journey through" "I have admonished her once and again."
 "The instructress has at length arrived." "A few days ago, there was much excitement in town."

NOTE IX. To qualify verbs, participles, adjectives, and other adverbs, we should use adverbs; but to qualify nouns, we should use adjectives.

SENTENCES TO BE PARSED AND CORRECTED

- | | |
|--|---------------------------------------|
| "William writes good." * | "Harriet does neat." |
| "Susan studies diligent." | "On conditions suitably to his rank." |
| "He speaks fluently and reasons correct." | "He speaks correct." |
| "John writes tolerable well, but reads miserable." | "Mary sings admirable." |
| | "He writes elegant." |
| | "He reads and spells very bad." |

SENTENCES TO BE WRITTEN.

594. Will you write down a sentence, containing a compound active transitive verb? One, having a neuter-passive verb?
 Will you compose two or more sentences about a *lion*? Two, or more, about a *sheep*? Two or more, about a *cow*? One, about an *ox*? One, about a *dog*? One, about a *cat*? One, about *Applians*? One, about *Indians*? One, about *fishes*? One, about *steam-boat disasters*? One, about *stage accidents*?

-----0-----

LII. OF PREPOSITIONS.

595. Prepositions are used to connect words, and to show the relation between them.

596. We not unfrequently meet with verbs compounded of a preposition and verb; as, "to *uphold*," "to *invest*," "to *overlook*;" and this composition sometimes gives a new sense to the verb; as, "to *understand*," "to *rebel*;" &c. But the preposition more frequently occurs *after* the verb, and *separates* from it; as, "to cast *up*," "to fall *on*." The sense of the verb, in this case, is also materially affected by the preposition.

597. The prepositions *after*, *before*, *above*, *below*, and several others, sometimes appear to be adverbs, and may be so considered; as, "They had their reward soon *after*." "He died not long *before*." "He dwells *above*," but if the noun *time* or *place* be added, they lose their adverbial form; as, "He died not long *before*" that time, &c.

598. There is a peculiar propriety in distinguishing the correct use of the different prepositions. For illustration, we will take the following sentences:

(1.) *A few days ago*—an adverbial phrase.

* For the adjective *good*, we should use the adverb *well*, according to Note IX.
 † *He* agrees with *John*, understood, and *is*, therefore, connected with *writes*, by the conjunction *but*, agreeably to Rule XI.

"He walks *with* a staff *by* moonlight;" He was taken *by* stratagem, and killed *with* a sword." Put the one preposition for the other, and say, "He walks *by* a staff *with* moonlight;" "He was taken *with* stratagem, and killed *by* a sword;" and it will appear that they differ in signification more than one, at first view, would be apt to imagine.

RULE II.

Prepositions govern the objective case.

EXERCISES IN SYNTAX.

"John lives *within* his income."

600. *Within* is a PREPOSITION.

Income is a COMMON NOUN, of the THIRD PERSON, SINGULAR NUMBER, NEUTER GENDER, OBJECTIVE CASE, and governed by *within* according to RULE II.

EXERCISES IN SYNTAX CONTINUED.

"Thomas made his fortune *by* industry." "He made the sun to shine *by* day, and the moon (1.) to give light *by* night."
 "Susan labors *with* her needle for a livelihood."
 "Respecting that affair, there was a controversy."
 "Beneath the oak lie acorns in great abundance."
 "In six days God made the world, and all things that are in it."
 "John, who is at all times watchful of his own interest, will attend to that concern."

SENTENCES TO BE WRITTEN.

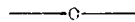
601. Will you fill up the following sentences with suitable prepositions to make sense? "John was — the house when he was seized — a fit." "The busy bee — summer provides food — the approaching winter — the prudence — a rational being."

Will you supply the objects to the following? "James was catching —." "He was beating —." "He supports —."

Will you supply agents or nominative cases to the following? — was running." "— was dancing."

Will you supply verbs in the following? "A dutiful child — his parents." "Grammar — us — correctly."

Will you compose two or more sentences about *boys*? One, about *whales*? One, about *snails*? One, about *frogs*? One, about *parents*? One, about *brothers*? One, about *sisters*? One, about *uncles*? One, about *aunts*?



LIII. OF CONJUNCTIONS.

602. A *conjunction* is a word that is chiefly used to connect sentences, so as, out of two or more sentences, to make but one.

603. Relative pronouns, as well as conjunctions, serve to connect sentences; as, "Blessed is the man *who* feareth the Lord."

604. Conjunctions very often unite sentences when they appear to unite only words; as, in the following sentences: "Duty and interest forbid vicious indulgences." "Wisdom or folly governs us." Each of these forms of expression

(1.) The sense is, "He made the moon." *Moon*, then, is in the objective case, governed by *made*: understood, and connected with *sun*, by Rule XI.

emphasizes two sentences, again in the first, "Duty forbids violence to the weak;" "Interest excites violence in the strong," the second, "Wisdom governs us;" "Duty forbids us."

2023 年

Conjunctions connect verbs of the same mood and tense, and nouns or pronouns of the same case.

DISCUSSION IN SUMMARY

605 "William writes an 'order'."

And is a copulative conjunction.

Ciphers is a REGULAR ACTIVE-INTRANSITIVE VERB, from the verb *to cipher*—"Pres. cipher; Imperf. ciphered; Per. part. ciphered". 1. I cipher; 2. You cipher; 3. He or William ciphers"—used in the IMPERATIVE mood, PRESENT TENSE, THIRD PERSON SINGULAR, and agrees with *William*, understood, and is connected to *writes* by the conjunction *and*, agreeably to RULE III.

EXERCISES IN ARTS COUNTING.

"John sings rapidly, and reads correctly."	"Thinking he is lively, yet he is not too lively."
"If we contend about trifles, and thus maintain our divisions, we shall gain but few friends."	"I believe, promised, he should act according to his promise."
	"He is so that he circulated the report."

SENTENCES TO BE WRITTEN

A-1. With n=4 there are six source-containing conjunctions.² One, containing *and*, has many more uses than are conjunctions which follow; each source contains each $\pm 10\%$. (*And*: 19%, *Because*: 17%, *So*: 6%, *Then*: 1%, *Thus*: 1%, *Wherefore*: 1%.)

Will you give me a sentence about *Ston*? *Ston* is a book? One, about *Colleen*?
One, about *Marion*? One, about *W. C. C.*? One, about *Gold* or *W. C.*?

LEY OF INTERJECTIONS.

17. Interjections are words thrown in between the parts of sentences, to express the passions or sudden feelings of the speaker.

203. We do not say, "Ah, I!" "O, I!" but, "Ah, me!" "Oh, me!" using the negative case of the inflexion. The pronoun here spoken of, you perceive, is of the dist. fem. gender.

NOTE K. Pronouns of the first person are put in the objective case, after the interjections *Oh! O! ah! &c.*

4. 1. We say, "O thou persecutor!" "Oh, ye hypocrites!" "O thou who
deceivest," etc. Hence,

NOTE XI. The interjections *O'* *oh'* and *ah'* require the nominative case of pronouns in the second person.

EXERCISES IN SYNTAX.

610.

*"Ah, me! I must perish."**Ah* is an INTERJECTION.

Me is a PERSONAL PRONOUN, of the FIRST PERSON, SINGULAR, OBJECTIVE CASE, and governed by *ah*, agreeably to NOTE X.

EXERCISES IN SYNTAX CONTINUED.

"O, thou (1.) who hast murdered thy friend!" "Ah! unhappy (2.) thou, who art deaf (3.) to the calls of duty and honor."
 "O, thou who hearest prayer?" "Oh! happy (4.) us, surrounded with so many blessings."
 "Ah, me! must I endure all this?"

SENTENCES TO BE WRITTEN.

611. Will you compose a sentence containing *alas*? One, containing *oh*? One, about *volcanoes*? One, about *lakes*? One, about *islands*? One, about *Webster*, the statesman? One, about a good *scholar*? One, about a poor *scholar*? One, about a good *instructor*?

—o—

LV OF THE AGREEMENT OF NOUNS.

612. APPPOSITION, in grammar, signifies the putting of two nouns in the same case.

613. When I say, "John, the mechanic, has come," I am speaking of only one person; the two nouns *John* and *mechanic*, both meaning or referring to the same person; consequently they are put, by apposition, in the same case: hence,

RULE XV.

When two or more nouns, in the same sentence, signify the same thing, they are put, by apposition, in the same case.

EXERCISES IN SYNTAX.

614.

"Webster the statesman has left us."

Statesman is a COMMON NOUN, MASCULINE GENDER, THIRD PERSON, SINGULAR NUMBER, NOMINATIVE CASE, and put in apposition with *Webster*, by RULE XV.

EXERCISES IN SYNTAX CONTINUED.

1.
 "John the Baptist was beheaded." "Cicero, the orator, flourished in the
 "David, the thief, was apprehended." time of Catiline, the conspirator."
 "Johnson, the bookseller, has failed in business." "I visit Thompson, the professor, often."
 "I consulted Williams, the lawyer." "John, the miller, died yesterday."
 2.
 "If John will not go, I will go myself." (5.) "We will inspect the goods ourselves."
 "You yourself are in fault." "I, I am the man who committed the deed."
 "They themselves were mistaken."

(1.) For *thou*, apply Note XI. (2.) Agrees with *thou*, by Rule IV.
 (3.) Belongs to *wh*, by Rule IV. (4.) Apply Rule IV.
 (5.) *Myself* is a compound personal pronoun, first person, singular, nominative case, and put in apposition with *I*, by Rule XV.

Remark 1.—For the same reason that one noun agrees with another in case, it agrees with it in number and person also.

"I, Alexander, by the grace of God." "We, the representatives of the people emperor of all the Russias, promulgate this law." "We, the representatives of the people of these colonies, do make this declaration."

Remark 2.—When one noun describes or qualifies another, the one so qualifying becomes an adjective in sense, and may be so considered in parsing. Accordingly, *The road*, in the phrase, "Tramway House," is an adjective belonging to *House*, by Rule IV.

615.

EXERCISES IN SYNTAX.

"The Marlborough Hotel is situated in Washington Street." "John Hobson was in town yesterday." "John Jones, the blacksmith, has broken his leg."

Remark 3.—When the nouns which refer to the same person or thing are separated by verbs; as, "Webster is a statesman," it is customary to apply one or more of the following rules:

1. *Any verb may have the same case after it as before it, when both are refer to the same thing.*

2. *The verb TO BE, through all its variations, has the same case after it as that which precedes it.*

3. *Positive verbs of naming, judging, can have the same case after them as before them.*

4. *Negative verbs have the same case after them as before them.*

616. The foregoing rules, in the opinion of the writer, are wholly unnecessary, tending merely to confuse the mind of the learner by requiring him to make a distinction in form, when there exists none in principle. In corroboration of this fact, Mr. Murray has the following remark:—

617. "By these examples it appears, that the verb *to be* has no government of case, but serves in all its forms as a conductor to the cases; so that the two cases, which, in the construction of the sentence, are the *nom* before and after it, must always be alike. Perhaps this subject will be more intelligible by observing that the words, in the cases preceding and following the verb *to be*, may be said to be in apposition to each other. Thus, in the sentence, 'I understood *it to be him*,' the words *it* and *him* are in apposition; that is, they refer to the same thing, and are in the same case."

618.

EXERCISES IN SYNTAX.

1.

"Webster is a statesman." "She moves a queen." (1.)
 "John is a good scholar." "Julius Caesar was that Roman general who conquered the Gauls."
 "William will become a distinguished and valuable citizen." "Tom strikes a soldier." (1.)
 "She walks a queen." (1.) "Will sneaks a scrivener."
 "He is styled Lord (1.) Mayor (1.) of London." "Claudius Nero, Caligula's uncle, a senseless fellow, obtained the kingdom."
 "He was named John." (1.)

2.

"Susan took her to be Mary." (1.) (2.) Adams." (1.)
 "I took him to be John (2.) O'Grady." "She is not now the person whom they represented her (1.) to have been."
 "We at first took it to be her, but afterwards were convinced that (3.) it was not she."

1. Apply Rule XV.

2. Remark 2.

(3.) Conjunction.

"It is not the person who is. It seems. When I do you fancy them so
the way?"

"I understand that William L. who is the son of Mr. John L. ... The ... was appointed ... to ..."

Example 8.—It is not infrequently happening that the connecting verb is omitted; as, "Toon made him explain;" that is, "he explained."

6.

$$u = \frac{1}{2} \left(\frac{1}{\sqrt{1 - \frac{v^2}{c^2}}} + \frac{1}{\sqrt{1 - \frac{v'^2}{c^2}}} \right) \quad (1)$$

"They're not in the box."

"The soldiers must be content."

"The information provided is em-
barrassing."

2.0. SENTENCES TO BE DELETED AND CORRECTED

Q: It might have been him. A: What there is no proof of. or in. "She is the person who I understood it to be a person."

"Though I was changed, it could not
have been this."

"I say one who I took to be -" "Wouldn't you think you that I am?"

SENTENCES TO BE WRITTEN.

Will you compose a sentence having nouns in apposition? One having nouns in apposition, but separated by a verb? One having a noun used as an adjective?

Will you count a sentence long in the word? One, having
 place? One, having place? One, having place? One, having place? One,
 having place? One, having place? One, having place? One, having place?
 One, having place? One, having place? One, having place? One, having place?
 One, having place? One, having place? One, having place? One, having place?

LVL. OF NOISE, USED INDEPENDANTLY

21. *Shoffness* smiles at her father: "James, your father has come." The name *James* is a subject that always belongs to the second person; and a noun in this situation, when it has no verb to agree with it, and is wholly disconnected with the rest of the sentence, is said to be independent. Hence,

RECEIVED

When an address is made, the name of the person or thing addressed is in the nominative case independent.

HEROES' SYSTEM

622. "John, will you assist me?"

John is a PROPER NOUN, of the SECOND PERSON, SINGULAR NUMBER, MASCULINE GENDER, and NOMINATIVE CASE INDEPENDENT, according to RULE XVI.

1. Apply Rule IV. (2) Remark 2.

to the inculcated with a ...

10. If A agrees with B, by Rule XV, B should be free to agree with it, according to Rule XV. (1) Apply Rule VI.

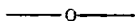
EXERCISES IN SYNTAX CONTINUED

1.

- "My lords, [1. the time has come when we must take some decisive measures."
 "In making this appeal to you, my fellow-citizens, I rely entirely on your candor."
 "Rufus, you must improve your time.
 "Gentlemen of the jury,
 "James, I study in your book."
 "William, do try to get your lesson to-day."

2.

- "Boys, attend to your lessons."
 "Girls, come into school."
 "Did you speak to me, girls?"
 "My dear children, let no root of bitterness spring up among you."



LVII. OF NOUNS IN THE CASE ABSOLUTE.

623. In the phrase, "The sun being risen, we set sail," the first clause of the sentence, namely, "The sun being risen," has nothing to do with the remainder: the noun and participle being, therefore, when taken together, be said to be in the nominative case independent; but as we have already one case of this nature, we will, for the sake of making a distinction, call this the noun joined with a participle the nominative case absolute. Hence,

RULE XVII.

A noun or pronoun before a participle, and independent of the rest of the sentence, is in the nominative case absolute.

624.

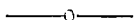
EXERCISES IN SYNTAX.

- "The sun being risen, 4. we departed."
 "Egypt being conquered, Alexander returned to Syria."
 "Shame being lost, all virtue was lost."
 "The soldiers retreating, victory was lost."
 "Wellington having returned to England, tranquility was restored to France."
 "Bonaparte being conquered, the king was restored."
 "The conditions being observed, the bargain was a mutual benefit."

625.

SENTENCES TO BE PARSED AND CORRECTED.

- Him only excepted, who was a murderer."
 "Her being dismissed, the rest of the scholars behaved well."
 "Him being destroyed, the remaining robbers made their escape."



LVIII. OF THE INFINITIVE MOOD.

NOTE XII.—A verb in the infinitive mood is sometimes placed independently: as, "To be frank, I own I have injured you."

- (1. Rule XVI. (2.) Infinitive mood, and agrees with *how* or *how* understood, by Rule VII.
 (3. In the nominative case absolute with *being* alone, by Rule XVII.
 4. Rule XIII. (5.) When a noun is in the case absolute, it should be in the nominative case. 5. *How* should therefore be *how*, by Rule XVII

626.

EXERCISES IN SYNTAX.

- "To confess the truth, I was in fault." "To tell the plain truth, I persuaded him to stay."
 "To display his power, he oppressed his soldiers." "To convince you, I will continue here till you return."

"To play is pleasant." What is pleasant? "To play." The infinitive *to play* is, then, the nominative case to *is*. "Thou shalt not kill, is required of all men." What is required? "Thou shalt not kill." The verb *is required*, then, agrees with "Thou shalt not kill," as its nominative. Hence,

626—1. NOTE XIII.—The infinitive mood, or part of a sentence, is frequently put as the nominative case to a verb of the third person singular.

627.

EXERCISES IN SYNTAX.

- "To excel requires much exertion." of God."
 "To abandon friends will sink a man's character." "Honor thy father and thy mother, is required of all men."
 "To practice religion is our duty." "To write a fair hand requires practice."
 "Thou shalt not kill, is the command

Remark 1.—*To excel* is the nominative case to *requires*, by Note XIII., and *requires* agrees with *to excel*, by Rule VII. In parsing, "Thou shalt not kill," we first apply Rules VI., VII. and IX. The whole phrase is considered the nominative to *is required*, by Note XIII.

2. The infinitive mood, or a part of a sentence, is frequently the object of a transitive verb; as, "Boys love to play." What do boys love? "To play." The object of *love*, then, is *to play*. "Children do not consider how much has been done for them by their parents." Consider what? "*How much has been done for them by their parents*," including for the object of the verb the whole phrase in italics.

NOTE XIV.—The infinitive mood or part of a sentence, may have an adjective or participle agreeing with it, when there is no noun, either expressed or understood, to which the adjective may belong.

628.

EXERCISES IN SYNTAX.

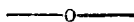
- "To see the sun is pleasant." "Defraud not thy neighbor, is binding on all."
 "To practise virtue will be productive of happiness." "To do good to our enemies, is not natural to our hearts."
 "To be ridiculed is unpleasant."

Remarks.—*Pleasant* agrees with, "to see the sun," by Note XIV. *Binding* agrees with, "Defraud not thy neighbor," by the same authority. *To is* apply Rule VII.; to *sun*, Rule VIII.; to the infinitive *to see*, Note XIII.

629.

SENTENCES TO BE WRITTEN.

Will you compose one or more sentences having an infinitive governed by a participle? One, using an infinitive after a noun? One, describing the manner of *playing ball*? One, or more, on the manner of *playing tag*? One, on the duty of children to mind their parents? One, or more, on *industry*? One, on *the business* you intend to pursue for life?



LIX.

630. In the phrase, "John and James are here," the sense is, that "John and James are *both* here;" two persons are therefore spoken of, which renders it necessary to use the plural verb *are*, to agree with two nouns which individually are singular: hence,

RULE XVIII.

Two or more nouns or pronouns, of the singular number connected together by AND, either expressed or understood, must have verbs, nouns, and pronouns, agreeing with them in the plural number.

681. EXERCISES IN SYNTAX.

- | | |
|--|---|
| "William and James run." | "John and Joseph can get their lessons." |
| "Mary and Harriet study, and they will therefore excel." | "Time and tide wait for no man." |
| "You and I are in fault." | "My coat and pantaloons were made by Watson." |
| "John and Thomas say they intend to study Latin." | |

Remarks.—*William* is one of the nominatives to the verb *run*. *James* is in the nominative case to the verb *run*, and is connected with the noun *William*, by Rule XI. *Run* agrees with *William* and *James*, by Rule XVIII.

682. SENTENCES TO BE PARSED AND CORRECTED.

- | | |
|--|---|
| "Mary and her cousin has come." | "The farmer and his son is in town." |
| "You and I makes progress in our studies." | "Susan and her sister is despatched." |
| "Life and health is both uncertain." | "William and John both writes a good hand." |

Remarks.—For *has come*, we should read *have come*, that the verb may be plural, when it has two nominatives connected by *and*, according to Rule XVIII.

Exception 1.—When *and* connects two or more nouns in the singular, which refer to the same person or thing, the verb must be singular; as, "Elroy, the philosopher and naturalist, has greatly enriched science."

683. SENTENCES TO BE PARSED AND CORRECTED.

- | | |
|--|--|
| "That superficial scholar and critic have given new evidence of his misguided judgment." | "In that house live a great and distinguished scholar and statesman." |
| "There go a benevolent man and scholar." | "Mr. Cooper, the sailor and novelist, visit La Fayette, the patriot and philanthropist." |

Exception 2.—When two or more nouns in the singular, connected by *and*, have each or every joined with them, the verb must be in the singular number; as, "Every person, every house, and every blade of grass, was destroyed."

684. SENTENCES TO BE PARSED AND CORRECTED.

- | | |
|--|--|
| "Every man, and every woman, and every child, were taken." | "Each man and each woman, were particularly alluded to in the report of the dealer." |
| "Every tree, stick and twig, were consumed." | |

Note. *Were*, in the first of these examples, should be changed for *was*, because reference is had to each person, individually considered, while in respect to the verb, is the same in effect as if one person only was spoken of.

NOTE. XV.—*Every* is sometimes associated with a plural noun, in which case the verb must be singular: as, "Every hundred years constitutes a century."

685. SENTENCES TO BE PARSED AND CORRECTED.

- | | |
|---|--|
| "Every twenty-four hours afford to us the vicissitudes of day and night." | "Every four years add another day to the ordinary number of days in a year." |
|---|--|

Remark.—*Afford*, in the example above, is a violation of the note: it should be *affords*, in the singular number. The reason of this is, that "every twenty-four hours," signifies a single period of time, and is, therefore, in reality singular.

NOTE XVI.—A verb in the plural will agree with a collective noun in the singular, when a part only of the individuals are meant; as, “The council were divided in their sentiments.” When the noun expresses the idea of unity, the verb should be singular; as, “The council was composed wholly of farmers.”

Remarks.—In the foregoing example, we use the plural verb *were divided*, because we refer to the individuals composing the council; but if no allusion of this sort had been made, and we had spoken of it as one entire body, we should have used the singular verb, according to the common rule; as, “The council is composed wholly of farmers.”

We apply to *council*, in the first example, Note XVI.; to *were divided*, the same note; and to *council*, and *was composed* in the second example RULES VI. and VII.

636.

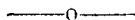
EXERCISES IN SYNTAX.

“The council were divided in their sentiments.” “My people do not consider.”
 “A part of the men were murdered.” “The multitude eagerly pursue pleasure as their chief good.”

637.

SENTENCES TO BE PARSED AND CORRECTED.

“My people doth not consider.” “The committee was divided in their sentiments, and has referred the business to a general meeting.”
 “The people rejoices in that which should give it sorrow.”
 “The multitude rushes to certain destruction.”



LX.

633. *Negative* means *denying*; and *affirmative*, *asserting* or *declaring positively*. A sentence in which something is denied is a negative one, and a sentence in which something is affirmed or positively asserted, is an affirmative one. “Vice degrades us,” is an affirmative sentence, and “Labor does not injure us,” is a negative one. *Not, nothing, none at all, by no means, no, in no wise, neither, no, none, &c.*, are negative terms.

The phrase, “I have nothing,” has one negative, and means, “I have not any thing.” The phrase, “I have not nothing,” cannot mean the same as “I have nothing,” but must mean, on the contrary, “I have something.” This last, you perceive, is an affirmative sentence, and signifies the same as the foregoing one, “I have not nothing.” Two negatives, therefore, are equal to an affirmative. Hence,

RULE XIX.

Two negatives in the same sentence, are equivalent to an affirmative.

639.

SENTENCES TO BE PARSED AND CORRECTED.

“He spends all the day in idleness, and I cannot prevail on him to do nothing.” “Be (1.) honest, nor (2.) take (3.) no shape nor semblance of disguise.”
 “He cannot get no employment in town.” “He is so (4.) indolent, that he will not do nothing.”
 “I did not say nothing.”

(1.) *Be* agrees with *thou* or *you* understood, by Rule VII.

(2.) For *nor*, read *and*.

(3.) *Take* is in the imperative mood, and agrees with *thou* or *you* understood and is therefore connected to *be*, according to Rule XI.

(4.) Adverb.

- "I cannot by no means consent." "He cannot do nothing acceptable to
 "I shall not take no interest in the affair." John."
 "I never studied no grammar."

Remarks.—For *nothing*, in the above examples, read *anything*, in accordance with RULE XIX.

640.

PROMICUOUS EXERCISES IN SYNTAX.

- | | |
|---|---|
| "Deep rivers move with silent majesty;
but small brooks are noisy." | "Power discovers the disposition of
man." |
| "Deeds are fruits; words are but
leaves." | "Quarrels are easily begun, but with
difficulty ended." |
| "It is a bad horse indeed that will not
carry his own provender." | "Force without forecast is of little
worth." |
| "The king never looks up to him who
threshes down the acorns." | "Rome was not built in one day." |
| "Add not trouble to the grief-worn
heart." | "In youth and strength think of old age
and weakness." |
| "If the council be good, it is no matter
who gives it." | "All are not saints who go to church." |
| "By others' faults wise men correct
their own." | "To say well is good, but to do well is
better." |
| "When the world says you are wise and
good, ask yourself if it be true." | "No fear should deter us from doing
good." |
| "Sin and misery are constant compan-
ions." | "Pride, perceiving Humility honorable,
often borrows her cloak." |
| | "Say what is well, but do what is
better." |

641.

SENTENCES TO BE WRITTEN.

Will you compose one sentence describing the business of an *instructor*? One, the business of a *doctor*? One, the business of a *teacher*? One, of a *dentist*? One, of a *surgeon*? One, of a *farmer*? One, of a *blacksmith*? One, of a *milliner*? One, of a *merchant*? One, of a *printer*? One, of an *electrician*? One, of a *tailor*? One, of a *cook*? One, of a *carpenter*? One, of a *general*? One, of an *agent in a factory*? One, of the *director of a bank*?

LXI.

642. When I say, "He taught me grammar," I mean, "He taught grammar to me;" *grammar*, then, is the object of the verb, and *me* is governed by the preposition *to*, understood. In the first example, we have two objective cases after the verb *taught*; and since there are many instances like the preceding, in which transitive verbs are followed by two objective cases—hence the following,

RULE XX.

Two objective cases, the one of a person, and the other of a thing, may follow transitive verbs, of asking, teaching, giving, &c.; a preposition being understood.

"He taught me grammar."

Remark 1.—In the foregoing example, *me* and *grammar* are both governed *taught*, according to RULE XX.

643.

EXAMPLES IN SYNTAX.

- | | |
|--|--|
| "He taught me grammar." | "My instructor gave me a valuable
book, for my attention to study." |
| "William asked me some questions." | "She forbade him the presence of the
emperor." |
| "My mother wrote me a precious letter
in the month of May." | "The French denied him the privilege
of an American citizen." |
| "They allowed him his seat in Con-
gress." | |
| "John gave me a detailed account of
the whole transaction." | |

LXII.

644. The natural construction of the passive voice requires the object of the active verb to become the nominative to the passive verb; as, "He taught me grammar;" "Grammar was taught me." In some few instances, just the reverse takes place; as, "I was taught grammar;" here the object, *grammar*, is placed after the verb: we therefore derive the following,

RULE XXI.

An objective case may follow passive verbs of asking, teaching, and some others, as, "I was taught grammar."

Apply to *I* RULE VI.; to *was taught*, RULE VII.; to *grammar*, RULE XXI.

645.

EXERCISES IN SYNTAX.

- | | |
|--|--|
| "John taught me music." | "I was taught grammar." |
| "Music was taught me by John." | "The presence of the emperor was forbidden Theresa." |
| "A question was asked me." | "Reading is taught in almost every school." |
| "Theresa was forbidden the presence of the emperor." | |

—o—

LXIII.

646. When I say, "He came home last May," the sense is, when fully expressed, "He came to *his* home *in* last May." "John continued four years at the university;" that is, "*during* four years." "The horse ran a mile;" that is, "*over* the space of a mile." "John went that way;" that is, "*over* that way." From these facts we derive the following,

RULE XXII.

Home and nouns signifying which way, how far, how long, or time when, &c., are in the objective case; a preposition being understood.

647.

EXERCISES IN SYNTAX.

- | | |
|--|--|
| "He came home last May." | "Susan rides out every day." |
| "John continued four years at the university." | "William sleeps comfortably all night." |
| "John went home once a month." | "John was absent from home six years." |
| "Charles studies six hours every day." | "James lived six years at Richmond, twelve years at Shreveport." |
| "John rode that way." | |
| "He ran a mile." | |

NOTE XVII.—After the words *like* and *unlike*, the preposition *to* or *unto* is frequently understood; as, "He is like his father;" that is, "like *to* his father" "She is unlike her sister;" that is, "unlike *to* her sister."

648.

EXERCISES IN SYNTAX.

- | | |
|--|--|
| "He is like his brother." | "John behaves like a man in a violent rage." |
| "William unlike his father, falsified his word." | "He is unlike any other mortal." |

NOTE XVIII.—Nouns signifying duration, extension, quantity, quality or valuation, are in the objective case, without any governing word. The following are examples:

"The Atlantic ocean is three thousand miles in width."	"The cat weighs fifteen hundred pounds."
"William's knife is worth eighteen pence or twenty-five cents."	"The wall which separates China from Tartary, commonly called the Great Chinese Wall, is fifteen hundred miles long, and from twenty to thirty feet in height."
"For that knife, which is richly worth a dollar, I, we cannot always get fifty cents."	
"The channel is fifty feet broad."	
"The moon is governed according to Note XVIII."	

Apply Note XVIII.

NOTE XIX.—The conjunction *as*, after *such*, *many* and *same*, is generally considered a relative pronoun ; as in the following examples :

<p>"He receives into his school as many scholars as he can supply."</p> <p>"Our instructor, who is scrupulously exact in the execution of justice, punishes severely all such as disobey his commands."</p>	<p>"He took such books as pleased him."</p> <p>"He exhibited the same course of conduct as was once before exhibited on the same occasion."</p>
---	---

Remarks.—1. *Et* is a conjunction, used here as a relative, according to the NOTE preceding the third period, plural, masculine gender, agreeing with *scholæ*, according to Rule V; and in the nominative case to *appet*, according to Rule VI.

NOTE XX.—The conjunction *than* seems to have the force of a preposition before the relative *whom*, in a sentence where a comparison is made, as follows :

<p>"Which, when Dabshalab perceived, than whom . . . Satan (2) excepted, & none higher sat."</p>	<p>"Alfred, than whom, Solomon excepted, a wiser king never reigned. was one of the earliest English kings."</p>
--	--

Remarks.—1. *From* is governed by the conjunction *than*, used as a preposition, according to Note XX.—2. Apply Rule XVII.—3. Participle agreeing with *Super*, by Rule XIII.—It is somewhat remarkable, that if, in the last two examples, the personal pronoun *he* were substituted for *from*, it would be in the nominative case; as, "A wiser king never reigned than *he*," that is "than *he* was."

645.

SENTENCES TO BE WRITTEN

Will you compose a sentence having a proper example under RULE I? II? III? IV? V? VI? VII? VIII? IX? X? XI? XII? XIII? XIV? XV? XVI? XVII? XVIII? XIX? XX? XXI? XXII?

Will you construct a sentence descriptive of the *qualities* arising from fire? one, on the *loss* of heat? one, on the *fatal* effects of *burning*? one, on the *character* of our *morals*? one, on the *loss* of the *seasons*? one, on the *effects* of *rain*? one, on the *method* of *making* *hay*? one, on the *importance* of *timbers* when *timbered*? one, on the *celebration* of *Christmas*? one, on the *utility* of *fire*? one, on the *utility* of *wood*? one, on the *usefulness* of the *owl*? one, on *bird*?

LXIV OF WORDS USED AS DIFFERENT PARTS OF
SPEECH.

650. THAT is a *relative*.

When *who* or *which* may be substituted for it, and make sense: as, "The man that *who* arrived yesterday."

651. THAT is a *demonstrative pronoun*,

When it is joined with a noun to point it out; as, "That man is intelligent."

652. **THAT** is a *conjunction*,

In all cases when it is neither a relative nor a demonstrative pronoun; as, "He studies that he may learn."

653. **BUT** is a *preposition*,

When it has the sense of *except*; as, "All but [except] John came."

654. **BUT** is an *adverb*,

When it has the sense of *only*; as, "This is but [only] doing our duty."

655. **BUT** is a *conjunction*,

In all cases when it is neither an adverb nor preposition; as, "He called, but I refused to go."

656. **AS** is a *relative*,

When it follows *many*, *such* or *same*; as, "Let such as hear take heed."

657. **AS** is an *adverb*,

When it is joined to an adverb or adjective in the sense of *so*; as, "He does as well as he can."

658. **AS** is a *conjunction*,

In all cases except when it is an adverb or relative; as, "He did as I directed him."

659. **EITHER** is a *conjunction*.

When it corresponds to *or*; as, "Either the one or the other."

660. **EITHER** is a *distributive pronoun*,

When it means, "one of the two"; as, "You can take either road."

661. **BOTH** is a *conjunction*,

When it is followed by *and*; as, "We assisted him both for his sake and our own."

662. **BOTH** is an *adjective pronoun*,

When it means, "the two"; as, "Both the men are guilty."

663. **YET** is a *conjunction*,

When it follows *though*; as, "Though he reproves me, yet I esteem him." In all other cases, it is an *adverb*; as, "That event has yet to come."

664. **FOR** is a *conjunction*,

When it means the same as *because*; as, "He trusted him, for he knew that he would not deceive him."

665. **FOR** is a *preposition*,

In all instances except when it is a conjunction; as, "He works for me."

666. **WHAT** is a *compound relative*,

When it stands for, "that which"; "I will take what [that which] you send me."

667. **WHAT** is an *interrogative relative pronoun*,

When used in asking questions; as, "What do you want?"

668. **WHAT** is an *adjective pronoun*,

When joined with a noun; as, "What strange things he said!"

669. **WHAT** is a *compound adjective pronoun*,

When joined with nouns, and has the sense of two or more words; as, "In what manner he succeeded, is unknown to me;" that is, "The manner *in which* he succeeded, is unknown to me."

670. **WHAT** is an *interjection*,

When used to express wonder; as, "What! take my money?"

671. **THEN** is a *conjunction*,

When it has the sense of *therefore*; as, "If he has commanded it, then I must obey."

672. **THEN** is an *adverb*,

When it refers to time, as, "Did you hear it thunder then?"

673. Much is a *noun*,

When it stands for quantity; as, "Where much is given, much will be required."

674. Much is an *adjective*,

When it is joined to a noun; as, "Much labor fatigues us."

675. Much is an *adverb*,

When it qualifies the same parts of speech that the adverb does; as, "Thou art much milder than I."

676. More is a *noun*,

When it signifies quantity; as, "The more we have, the more we want."

677. More and most are *adjectives*,

When they qualify a noun; as, "The more joy I have, the more sorrow I expect;" "These men are mistaken in their pursuit of happiness."

678. More and most are *adverbs*,

When used in comparison; as, "This boy is more obedient than that;" "The soil of Cuba is most fertile."

679. PROMISCUOUS EXERCISES IN SYNTAX.

"They perfume their garments."

"A perfume is a sweet odor."

"They rise early in the morning."

"A rise sometimes signifies the beginning."

"Rufus speaks the language of truth."

"James performed his part well."

"A well is a fountain of water."

"A well man is one who enjoys his health."

"We frequently walk in the garden."

"The Jews fast often."

"He walks very fast."

"The refuse signifies the worthless remains."

"Desert not a friend."

"Joseph's brethren came and bowed down before him."

"William went after his slave."

"His elder brethren came before Benjamin did."

"John left after William came."

"Evil communications corrupt good manners."

"Corrupt conversation is very foolish."

"A walk in the fields in the summer season is delightful."

"A true fast is abstaining from iniquity."

"Sin is a moral evil, and the cause of natural evils."

"Protest not rashly, lest thou have to repent of it."

"A protest is a solemn declaration against a thing."

"Do nothing rashly, lest thou precipitate thyself into inextricable difficulty."

"Hasty promises are seldom kept."

2.

"The man that I saw was executed."

"That man that you met yesterday in the street, was taken and sent to Richmond, that he might have an impartial trial."

"We assisted him both for your sake and our own."

"Both the men are guilty."

"Although he reproves me, yet I esteem him."

"All but John came."

"This is but doing our duty."

"He called me, but I refused to go."

"Let such as hear take heed."

"You may take either the one or the other."

"Either road will conduct you to the right place."

"Did you hear the report of the cannon then?"

"Where much is given, much will be required."

"Future time is yet to come."

"He trusted him, for he knew that he would not deceive him."

"He works for me."

"He refused what was sent him."

"What strange things he saw."

"In what manner he succeeded is unknown to me."

"What! will you take my life?"

"The more we have, the more we want."

"The more joy I have, the more sorrow I expect."

"The most dutiful children are the happiest children."

3.

- "Susan is determined to learn."
 "By framing excuses he prolonged his stay."
 "The man who is faithfully attached to religion may be relied on with confidence."
 "James, do visit me."
 "Virtue and vice are opposites."
 "When John's father asked him that question, he heard him, but refused to answer him."
 "The wall is sixty feet high."
 "To meet our friends after a long absence affords us much joy."

LXV CONTRACTIONS.

680. *Of the Auxiliary HAVE, also of HAD.*

- "They've forsaken him."
 "I'd gone when you came."
 "They'd just returned from town."
 "I've satisfied myself."
 "They'd determined to let him go."

681. *Of WILL and WOULD.*

- "I'll finish my work first."
 "They'd sing songs till midnight, if they were urged."
 "He is still determined that he'll not forbear."
 "He'll at last mind me."

682. *Of AM and IS.*

- "That man's rich."
 "'Tis true she's dead."
 "I'm sorry that you have mispent your time."
 "'Tis strange that she will not regard the kind assistance of her friend."

683. *Of CANNOT and WILL NOT.*

- "He can't endure such additions."
 "You can't be absent at such times."
 "He won't disobey me."
 "You won't mistake the direction."

684. *Omission of the Principal Verb after an Interrogative Sentence.*

- "Who will assist me?" "John" [will assist me].
 "What sent our forefathers to this country?" "The love of liberty."
 "What will make me respectable and happy?" "Virtue."
 "Who taught him grammar?" "Mr. Williams."

685. *Omissions of the Principal Verb after an Auxiliary.*

- "Stephen will go if John will."
 "Susan shall walk, but John shall not."
 "I have recited; have you?"
 "He received me in the same manner that I would you."
 "I will do it as soon as I can."
 "The work is not completed, but soon will be."

686. *Omissions of the Principal Verb after THAN and AS.*

- "Thomas is a better scholar than William" [is].
 "He was more beloved than Charles, but not so much admired."
 "Johnson is richer than James."
 "Susan is not so beautiful as Mary."
 "John's more playful than her brother."

687. *Omissions of the Verb TO BE.*

- "Sweet the pleasure, rich the treasure."
 "A child of freedom then."
 "Sweet the music of birds."
 "Dear the schoolboy's sport."
 "Dear, true task, to rear the tender thought."
 "To teach the young idea how to shoot."

688. *Omissions of MAY, MIGHT, COULD, WOULD, and SHOULD.*

"Live long and be happy."
 "Who will entreat the Lord that he spare our lives?"
 "I could not think, nor speak, nor hear."
 "He might not weep, nor laugh, nor sing."
 "Should I forgive you, and allow you to depart, you would not reform."

689. *Omissions of the Conjunction before the Verb in the Subjunctive Mood.*

"If he will repent and reform, I will assist him."
 "Unless good order be restored, and the former officers be re-elected, there will be an end to the administration of justice."
 "Had I improved my time as I ought to have done, I should have been well qualified for business."
 "Were there no alternative, I would not do that."

690. *Omissions of FOR after Verb, implying the idea of serving.*

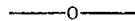
"Make me a pen."
 "Order me a carriage."
 "Bring me some water."
 "Purchase him a knife."

691. *Omissions of the Interjection.*

"Sweet child! lovely child! thy parents are no more."
 "Sweet blossom! precious to my heart."
 "Thou Preserver and Creator of all mankind."
 "My beloved Ulrica! hast thou, too, forgotten me?"

692. *Omissions of the Relative.*

"Several men are there, come from Europe."
 "I trust that he I desire to see so much, will speedily return."



LXVI. INVERTED SENTENCES.

693. *The Nominative Case placed after the Verb.*

"Smack went the whip, round went the wheels;
 Were ever folks so glad?"
 "There goes a man alike distinguished
 for his learning and politeness."
 "And in soft ringlets waved her golden hair."

694. *The Objective Case before the Verb.*

"Tyrants no more their savage nature kept,
 And foes to virtue wondered how they wept"
 "Me glory summons to the martial scene."
 "The rolls of fame I will not now explore."

695.

SENTENCES TO BE WRITTEN

Will you compose a sentence exemplifying Rule VIII.? One, Rule IX.? One, X.? XI.? XII.? XIII.? XIV.? Will you compose a sentence on *the use of the dog?* One, *on the clouds?* One, *on night?* One, *on wind?* One, *on snow?* One, *on hail?* One, *on ice?* One, *on skating?* One, *on fishing?* One, *on courage?* One, *on covetise?* One, *on filial duty?* One, *on indolence?* One, *on schools?*

686.

SENTENCES TRANSPOSED.

"Here rests his head upon the lap of earth,
A youth, to fortune and to fame unknown."

Transposed.

"A youth, unknown to fortune and to fame, rests here his head upon the lap of earth."

"When, young, life's journey I began,
The glittering prospect charmed my eyes;
I saw along the extended plain,
Joy after joy successive rise:
But soon I found 't was all a dream,
And learned the fond pursuit to shun,
Where few can reach the purposed aim,
And thousands daily are undone."

Transposed.

"I began life's journey when young, and the glittering prospect charmed my eyes; I saw joy after joy successive rise, along the extended plain: but soon I found it was all a dream; and learned to shun the fond pursuit, where few can reach the purposed aim, and thousands are daily undone."

"Needful austerities our wills restrain,
As thorns fence in the tender plant from harm."

Transposed.

"Needful austerities restrain our wills, as thorns fence in the tender plant from harm."

"On some fond breast the parting soul relies,
Some pious drops the closing eye requires;
E'en from the tomb the voice of nature cries,
E'en in our ashes live their wonted fires."

Transposed.

"The parting soul relies on some fond breast; the closing eye requires some pious drops; the voice of nature cries, even from the tomb; and their wonted fires live even in our ashes."

"From lofty themes, from thoughts that soared on high
And opened wondrous scenes above the sky,
My Muse! descend; indulge my fond desire;
With softer thoughts my melting soul inspire,
And smooth my numbers to a female's praise;
A partial world will listen to my lays,
While Anna reigns, and sets a female name
Unrivalled in the glorious lists of fame."

Transposed.

"O my Muse! descend thou from lofty themes, and from thoughts that soared on high, and opened wondrous scenes above the sky; indulge thou my fond desire; and do thou inspire my melting soul with softer thoughts, and smooth my numbers to a female's praise; a partial world will listen to my lays, while Anna reigns, and sets a female name unrivalled in the glorious lists of fame."



